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POLITICAL, SOCIOLOGICAL, AND MILITARY AFFAIRS  
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ALBANIA

FOREIGN AIRLINE FLIGHTS TO TIRANA

Tirana BASHKIMI in Albanian 1 Nov 77 p 4

[Announcement by Albtransport]

[Text] The schedule of international airline flights to Tirana will be the following from 1 November 1977 until 31 March 1978:

1. CAAC flight number CA-941/942. The General Administration of Chinese Civil Aviation will fly every Thursday with the route Peking-Teheran-Bucharest-Tirana and arrive at Rinas airport at 1555 hours and depart from Rinas on Friday at 1420 hours with the route Tirana-Bucharest-Teheran-Peking.
2. INTERFLUG flight number IF-390/391. The Civil Aviation Enterprise of the German Democratic Republic will fly the route Berlin-Budapest-Tirana and back on Mondays, once every 2 weeks. It arrives at Rinas airport at 1310 hours and departs from Rinas at 1420 hours.
3. MALEV flight number MA-430/431. The Hungarian Civil Aviation Enterprise flies every Thursday with the route Budapest-Belgrade-Tirana and back. It arrives at Rinas airport at 1030 hours and departs from Rinas at 1120 hours.
4. JAT flight number JU-480/481. The Yugoslav Air Transport Enterprise will fly every Tuesday and Friday with the route Belgrade-Tirana and back. It arrives at Rinas airport at 1020 hours and departs from Rinas at 1120 hours.

The time of arrival and departure of the planes is given according to local time.

Travelers must appear at the airline offices at the airport 1 1/2 hours before the departure of the flight.

Albtransport does not assume any responsibility toward the travelers if the schedules are not adhered to.

## EAST GERMANY

### BRIEFS

TEACHERS' PROBLEMS WITH COMMUNIST EDUCATION--As the East Berlin journal PAEDAGOGIK [Vol 32 No 10, signed to press 7 Sep 77 pp 881-884] has admitted, increasing uncertainty about the principles of communist education and their practical application is prevalent among many teachers in the GDR. In particular, in connection with disciplinary training, propagated in recent times quite undifferentiatedly to some extent, pedagogues ask how it is possible to levy ambitious demands on the students "without leading them around by the nose." Acknowledging to the teachers that this problem is indeed of growing importance to the quality of communist education, the journal addresses to pedagogical research the challenge of giving scientifically-based assistance to teachers and educators as to how the students' consciousness and behavior may be developed in line with the prevailing ideology. At the same time, the journal emphatically opposes both "anti-authoritarian education" and "educational theories and practices of drill." Instead, the journal advocates confidence in the children and youths during the concrete educational work at the school in order to help them solve complicated problems more independently. In this effort, one should not fear taking a certain "pedagogical risk," according to the journal. [Text] [Bonn IWE-TAGESDIENST in German No 211/212, 3/4 Nov 77 p 3]

VOCATIONAL TRAINING--During the period from 1976 to 1980, a million young people in the GDR will be trained as skilled workers. In accordance with the Ninth SED Congress resolutions, vocational training is assured for all persons leaving school. An average of M 20,000 will be made available for the training of each apprentice from the national budget alone. Almost 1,000 enterprise and community-affiliated vocational schools as well as more than 600 artisans' training establishments, especially in industrial centers, are available for the half-million young people who at present are being trained as skilled workers. Besides the 50,000 teachers and educators, over 100,000 workers in the teaching profession, or assistant instructors, are participating in the training. [Text] [Schwerin SCHWERINER VOLKSZEITUNG in German 10 Nov 77 p 1]

ANTI-SEMITISM DENIED -- The GDR is "not anti-Semitic-minded." Thus replied (East) Berlin Radio to a female listener's recent query as to whether or not the position of the GDR vis-a-vis Israel is anti-Semitic or breeds anti-Semitism. For the GDR, the State of Israel "is a state like any other;" it has "the right to exist." Its ruling circles, however, "do not have the right to wage wars of aggression" and "to steal land from other people." Nevertheless, the Israeli government, according to the broadcast, seeks to represent any criticism of its policy as "anti-Semitic." This "propaganda" is an attempt at "moral and political blackmail." It is much more so the Israeli government which cannot do without anti-Semitism and which "consciously" and "repulsively" counts on its creation. The conclusion thus arises, according to the East Berlin Radio, that the struggle against current Israeli policy "is objectively speaking at the same time a struggle against anti-Semitism." [Text] [Bonn IWE-TAGESDIENST in German No 205, 26 Oct 77 p 2]

WESTERN COVERAGE OF BELGRADE CRITICIZED -- The Voice of the GDR has reproached a part of the Western media for giving "a one-sided, distorted picture of the progress" of the CSCE follow-up conference in Belgrade. The broadcaster voiced the suspicion "that there are certain links between these media and representatives of individual NATO countries at the conference." Obviously, one or another diplomat is tempted "to deliver a headline" and "sell a little so-called sensationalism." Now and then these diplomats beat time to the motto "impartial and careful at the conference but outside the conference hall, propaganda with full volume." The broadcaster emphasized that the media bear a great responsibility because the necessary constructive atmosphere for good progress of the discussion is created not only in the conference hall "but also outside." Anyone arousing the impression, according to the GDR broadcast, that Belgrade is a courtroom and not a forum for a multilateral exchange of opinions is not serving the purpose of this forum. [Text] [Bonn IWE-TAGESDIENST in German No 205, 26 Oct 77 p 2]

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## ROMANIA

### PARTICIPATION OF MASSES IN JUDICIAL SYSTEM

Bucharest ERA SOCIALISTA in Romanian No 17, Sep 77 pp 19-21

[Article by George Antoniu: "Mass Participation in Indoctrination and Socialist Justice"]

[Text] The profound structural changes made in the course of socialist construction and revolution have transformed the face of the nation from the ground up. Romania is becoming a sovereign, independent and uniform state of urban and rural workers, with an economy in full course of modernization and a flourishing cultural life. The great objectives of the 11th Party Congress and the RCP Program are a powerful stimulus to economic, political and social activity. These radical revolutionary reforms have also made a profound change in the field of law, leading to the formation of a new legal superstructure and to the creation and development of socialist law, which must be constantly improved in keeping with the progress made in building the new order.

Justice and the law are ordinarily viewed only in their institutionalized form, as the sum of the activities of professionals and jurists whose duty it is to mete out justice or to sanction violators of the law. Even the educational role of justice is associated with the solemn and serious atmosphere of a trial court.

As a direct result of party indoctrination on all levels of social activity, our society now has a moral force that is shifting the center of gravity in reeducation of serious violators from the courts to the labor collectives.

As an expression of the proper evaluation of the social changes in the public consciousness, the recent party documents encourage us to reconsider these points in the light of the active and increasingly influential role of the community and the workers in the educational process in general and in the reform of violators of the standards of social conduct in particular. As Party Secretary General Nicolae Ceausescu pointed out in his address to the Congress of Workers' Councils in Industry, Construction and Transportation, "The emphasis upon the workers' responsibility for reforming violators of the standards of social coexistence is in keeping with the principles of the program adopted by the 11th Party Congress and the objective requirement for renovation of

the relations between man and society and for consistent application of the principles of socialist ethics and justice and the socialist standards of social coexistence."

The RCP Program formulates higher standards for the further improvement of the state, socialist legislation and the principles of law so that they will most suitably express the revolutionary changes in our production relations and forces and lend an adequate legal form to the socialist relations of social coexistence. As the RCP Program says, legal standards will be prepared with more allowance for the new relations characteristic of the socialist and communist order, the essential changes that have taken place under socialism in the economic base of society and in the nature and performance of state functions, the constant expansion of the social base of the state, the intensification of the democratic and educational aspects of state activity, and the evolution of Romania's social structure, composed as it is of classes and strata of workers. The existence of most of the population depends upon socialist ownership of the production means, and there have been major qualitative developments in the very nature of the social strata and classes, as well as changes in their presence and share in all material and cultural activity.

In close dialectical interaction with the profound changes in the socioeconomic structure, there have also been important shifts in our social relations. On the level of awareness these structural shifts were paralleled by marked changes not only in people's way of thinking but also as regards the new attitude toward the social values of our order, work and the other basic civic duties.

Consolidation and observance of socialist legality have become necessities better understood by workers, while socialist democracy is being developed and improvements are being made in the ways and means of worker participation in affairs of state and in the effort to reform violators of the rules of social coexistence and the laws of the land.

The foregoing changes involve changes in the role of the state and in its functions and forms of action. Along with the expansion of its economic-organizational and cultural-educational functions, there have been profound qualitative changes in the state's coercive function. Actually the methods of state restriction are being continually replaced by the educational methods of indoctrination, which are lending a new character to the whole effort to protect the people's socialist gains, the rule of law, and citizens' rights. There is a shift of prerogatives from the jurisdiction of the state to that of the community and the labor collectives. This also applies to the recent party measures to develop the role of socialist units, public organizations and the masses in law enforcement and the sanction and reeducation through work of violators of the standards of social coexistence and the laws of the land. The application of these measures in the light of the construction of our fully developed socialist society and progress toward communism will clearly affect the legal phenomenon and the new way law is to contribute to the improvement of social relations.

The objective necessity of the changes in the law that we are considering is determined by the new realities of the present stage, the future development

of Romanian society on the path of progress, the entirety of the objectives of socialist and communist construction, the expansion of the purposeful and organized activity of the masses, the intensification of socialist democracy and consistent application of the principle that the workers themselves should resolve the problems that concern them, and the objective limitations of the means previously used to combat legal violations. In its present organization the judicial system has a relatively limited educational effect upon violators, despite the improvements that have been made in it and the good results obtained. The rigid rules of procedure determining the seriousness of offenses or penalties prescribed by law, the impossibility of a more thorough determination of all the nuances and details of the situation judged, or of a more direct, more human and continuing contact (not just at the time of trial) with those judged, and other such circumstances interfered with any more profound educational effect. These limitations can be overcome when the masses take over the indoctrination of violators "on their own account," and the labor collective can clarify the offenses down to the last details. Knowing the violator well, the collective can determine the right way to sanction him adequately and effectively in the light of his personality. What is more, the collective can exert its educational influence even further, during the execution of the penalty (especially if it is not deprivation of freedom), and it can take prompt action upon the violator's slightest attempt to repeat the offense in disregard of the guidance received.

Our society's progress in material and cultural development, the party's intensive effort toward socialist indoctrination, dissemination of new and advanced traits among most members of our society, and formation of a firm and exacting public opinion against legal violations are essential to the implementation of new measures for the fullest coordination of socialist social relations with the legal standards.

With the growing socialist as well as legal awareness of the masses thanks to the regular effort to publicize the laws of the land, the citizens' sense of responsibility for socialist legality is becoming increasingly effective. Good results have been obtained in the way of interesting the masses in the administration of justice. In keeping with the requirements of the stage in which they were prepared, the regulations on the people's assessors, the trial commissions, replacement of criminal liability with various forms of public indoctrination etc. have met the objective necessity of administering justice in a new and revolutionary spirit. Rejection of the coercive methods for certain offenses has thus become a *sine qua non*. As Nicolae Ceausescu pointed out in his speech at the Plenum of the Party Central Committee of 28-29 June 1977, society must shoulder its direct responsibility for indoctrinating the citizens. Violations of the standards of social coexistence indicate the existence of backward ways and ideas foreign to our way of life that obstruct the individual's adjustment to the moral and civic requirements of our society.

But as distinguished from the order based on antagonistic classes, which regards crime as a necessary evil on the ground that a certain number of offenders are necessary just as a living organism requires a certain amount of microbes to produce antibodies, socialist society regards crime, however limited, as a harmful foreign body. Therefore it cannot limit itself to reducing

crime and containing it within "reasonable" limits but tries to do away with it entirely and to generalize civilized and disciplined behavior among its citizens. Some individual "excesses" (as Lenin calls them), possible even in communist society due to the peculiarities of one individual or another, can only be isolated, chance instances insignificant for the new social order, in which work for the common good, socialist ownership of the production means and the socialist principle of compensation according to quantity and quality of work lend productive activity greater educational powers. On this basis the work process permits better exercise of the collective's educational influence. As the party secretary general pointed out, "Through more effective use of the workers' influence we shall make the great school of labor and socialist creation form reliable and progressive citizens worthy of the new civilization we are building, the socialist and communist civilization."\*

The RCP believes the best indoctrination can be promoted at work, the social bodies and labor collectives making all Romanian citizens, young or old, understand the necessity of observing the standards of social coexistence and engaging in the general activity of socialist construction.

Socialist democracy requires the further development of every citizen's responsibility and the consolidation of social order and discipline, and it is incompatible with any manifestation of disorder or anarchy or disregard of the interests of the entire people.

Of course the indoctrination of the citizens in new ways and means, with active participation of the labor collectives in the act of justice, also requires a new legal framework. The previous regulations on violations of the rules of social coexistence were based on the idea that the laws will be applied by jurists, specialists who will interpret them in the interest of the public as a passive recipient of the law.

Generally in the history of law the idea that justice is predominantly a state activity performed by specialists can only lead to a system of standards for organizing justice and penalizing antisocial acts on the interpretation of the limited group of specialists administering justice. Hence the use of a special language, many abbreviated formulas, complicated provisions and a system based on abstract criteria, giving rise to a veritable legal algebra unclear at times even to the specialists.

The historical process that led to the takeover by the state of the activity of settling disputes among citizens and penalizing violations of the rules of social coexistence, and consequently indoctrinating the violators, gave rise not only to the gradual separation of justice from the masses in the societies divided into antagonistic classes but also to the constant technicization and legalization of the regulations, even those of very general interest.

By consistently promoting the policy of closer coordination of state and legal affairs with the interests of the people, in the years of socialist construction the RCP has made the standards of law and especially those of general

\*Nicolae Ceausescu, "Speech at the Congress of Workers' Councils in Industry, Construction and Transportation," Political Publishing House, 1977, p 59.

interest simpler and more accessible to the masses, on the assumption that if the legislator is to make himself heard he must first of all make himself understood by those he is addressing. In this direction, the party has placed on its agenda the prospective review of legislation and the need for socialist law and legality to break completely with bourgeois law and the old bourgeois concepts. In view of this fact and the point made by Marx in "Critique of the Gotha Program" to the effect that the law of the first phase of communist society will still bear the stamp of the society from which it arose, the party is trying to eliminate all the limitations and bottlenecks of the old law, to promote socialist principles in social activity, and to take measures in full accord with them. Viewed in this light, the gradual replacement of the old concepts of bourgeois law requires further measures to more fully develop the role of the masses in social management and public indoctrination, emphasize justice in social relations and thereby relieve a certain rigidity of the legal standards.

A new and revolutionary basis for the legal and legislative concepts requires new regulations to assign the labor collectives the duty of examining the most frequent violations of the rules of social coexistence that present no great social danger. The principle has actually been instituted of direct indoctrination of violators, most of whom commit minor offenses, while the organs of justice try serious offenses subject to severe sanctions involving deprivation of freedom. The replacement of the judicial system of sanctioning and reforming violators with a more flexible and effective public system is indicative of the profound humanity of our party and state policy and the confidence the party has in the labor collectives' efforts to indoctrinate and educate the new man. In the labor collectives the violations of their members are to be examined without rigid technical rules copied from the existing rules of procedure and on the basis of new rules and principles which, by enforcing the rights and freedoms of the citizens, will be able to stimulate the masses' initiative, encourage consideration, discretion and good will and, in short, contribute to true revolutionary humanism. The masses are expected to make a justice of their own by particular ways and means, specifying new ways of indoctrinating those subject to public judgment.

Of course the future regulations on enforcement of the rules of social coexistence will be more comprehensive, more directly expressing the rule of civilized behavior in society. For example the present standards of criminal law are characterized by the lack of a precept in the content of the legal rule, that is a statement of the rule of conduct to be observed.

Since criminal law is becoming a legal-political means of indoctrinating the citizens as active participants in the process of applying and enforcing law, it is vital to state the precept of the standard. Law is thus becoming a code of new moral-legal principles and demands of our society upon all citizens, instead of a collection of penalties and negative acts.

The revolutionary essence of the party's conception of justice lies in the premise that socialist law, being intended to regulate a new kind of human relations, plays a major role in promoting and indoctrinating the new man. It is apparent that with the development of socialist awareness the masses are

becoming interested in the law and in knowledge and use of the legal standards as instruments serving the purpose of education and indoctrination in specific cases, however isolated. The revolutionary bases of socialist justice mean the determination of new principles compatible with the humane nature of socialist and communist construction.

Expressing the revolutionary humanity of our order, the party measures to improve legislation are helping to further improve socialist social relations and to carry out the RCP Program for Constructing the Fully Developed Socialist Society in Romania.

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ROMANIA

## RENUNCIATION OF FORCE IMPERATIVE FOR PEACE

Bucharest ERA 'SOCIALISTA' in Romanian No 17, Sep 77 pp 22-26

[Article by Romulus Neagu: "Abstention from Force or Threat of Force for Real Security in Europe"]

[Text] Two years have passed since the close of the Conference for Security and Cooperation in Europe, an event of the greatest importance that opened up broad prospects for new relations of confidence, collaboration and peace among all states on our continent. The Helsinki Conference, the first meeting of its kind in European history, confirmed at the summit the will of the participating states to base their relations on the principles of full equality of rights, respect for national sovereignty and independence, noninterference in internal affairs, and abolition of force or the threat of force as a sure guarantee of real security and lasting peace on the continent.

Although some progress has been made since the conference, far too little has been done to carry out the assumed commitments. Action is still slow and very hesitant, and no very decisive effort has been made to implement the aims of the Final Act. Therefore specific and effective steps must be taken and every effort must be made to carry out the provisions of this uniform document, so that the meeting in Belgrade this fall, through the measures it will adopt, will lend a new and effective impetus to the consistent and complete implementation of the major objectives accepted at Helsinki.

An essential requirement for any real security on the continent is a system of firm commitments by all states and of specific measures leading to the exclusion of force or the threat of force from international relations and offering all nations full guarantees of safety from any act of aggression. As Nicolae Ceausescu said, "It would be very important to conclude an all-European pact including all the states at the Helsinki Conference and containing the commitment to renounce the use or threat of force as well as the commitment of the nuclear states not to use nuclear weapons in any form against other states or groups of states." (1)

The implementation of these proposals would stimulate efforts toward lasting security in Europe and expedite the establishment of a new climate of understanding, friendship and mutual respect on the continent, with a good effect

upon the whole evolution of contemporary international relations.

Actually the Romanian proposals reflect a new approach to security and its prerequisites, involving a radical change in political thinking and in international practice so that the backward ideas and actions based on force and dictation that have so far dominated relations among states will be permanently overcome and replaced by a policy consistently founded upon rejection of the outmoded ideas and practices and promotion of the new principles of international relations.

#### An Objective Requirement of the New International Relations

For a long time European political-legal thought was to a great extent dominated by the concept of force. As Marx said, "Machiavelli, Hobbes, Spinoza, Bodin etc., to say nothing of their predecessors, regarded force as basic to law." (2) In its turn, "the law of force" was used as a theoretical justification for invading and subjugating peoples and liquidating sovereign states, as the theory and practice of the use of force went hand in hand. The history of Europe, and not Europe alone, records many aggressions, wars of plunder and gain, and attempts to overthrow whole nations as expressions of the policy of subjugation, domination, oppression, force and dictation of the old order generated by imperialism. As a matter of fact, it was on the European continent that both world wars broke out, causing mankind huge human and material losses. And even after the defeat of Hitlerite fascism, practices in conflict with the peoples' interests and aspirations and outmoded methods characteristic of the old policy and the old relations among states have persisted in the affairs of our continent and in the world in general.

New relations in Europe and the world and a new international order, as an objective requirement for all peoples' development toward freedom, progress and peace, require firm, full and permanent abolition of the policy of force or threat of force in relations among states. The lessons of history emphatically tell us that only in this way, only through respect for every state's national independence and sovereignty can we establish an atmosphere favorable to international collaboration and secure every people's right to self-determination. It may be said that abstention from force or the threat of force is the keystone of any system that will guarantee the peoples' free and independent development.

As the basic feature of the new relations among states and the essence of the standards of international conduct, the principle of abstention from force or the threat of force is inseparable from all the other principles of modern international law. Its observance is especially vital now that a new world conflagration can cause inestimable material and human losses with serious consequences for the very future of mankind.

As we know weapons of mass destruction have been stockpiled in the world that can annihilate any trace of life on earth. For every inhabitant of the planet there is now a destructive power equivalent to 15 tons of TNT. It is clear that the unprecedented intensification of the armaments race is making the security of every state and of all mankind increasingly precarious and unreal.



Use of force in our time is becoming increasingly absurd, irrational and irresponsible as to the fate of mankind and one's own people. "In the consciousness of the great majority of people war has become not only loathsome but also absurd. It has been rejected as a means of resolving the various problems. The peoples are more and more firmly rejecting any forms of pressure or interference in others' internal affairs and wish to take the courses they themselves have chosen without restriction." (3) War can no longer be considered the ultima ratio but the ultima irratio.

In this light it is particularly strange that there are still apologists for the use of force in international relations. Gerd Junne of the University of West Berlin, for example, advocates the concept that "calls for organized use of force for political purposes, regards resorting to force as natural, and rejects equitable regulation of the conflict." (4) The attempt is also made to promote the idea of so-called preventive war. These "theories" and others like them actually express the extremely harmful efforts of certain political circles in some western countries to halt the course of detente and peace and to bar the way to a new climate in Europe and the world. Rejection of the policy of force and dictation and promotion of cooperation among all nations, on terms of justice and full equality of rights, are basic to the security of all the states.

#### A Very Dangerous Situation

Though relatively new, the principle of abstention from force has been gradually asserted, more and more emphatically. The first agreement on this was included in the League of Nations Pact which, among other things, advocated "assuming certain obligations not to resort to war" (5) and pointed out that "the members of the society are obligated to respect and maintain the territorial integrity and existing political independence of all members against any foreign aggression." (6) Moreover the Pact for General Renunciation of War, also known as the Briand-Kellogg Pact, signed in 1928 and joined by Romania in the same year, solemnly declares that the contracting parties "condemn resorting to war to settle international differences and renounce war as an instrument of national policy in their mutual relations." (7)

The principle of abstention from force underwent a new development in the post-war period. The UN Charter made the obligation to renounce force as a means of settling international differences a universal one. The charter, to which practically all nations of the world subscribed, expressly states that "the members of the organization will abstain in their international relations from resorting to the use or threat of force either against the territorial integrity or political independence of any state or in any other way incompatible with the purposes of the United Nations." (8) This commitment was subsequently developed and expressed in a number of other important documents adopted by the United Nations. The Declaration on the Principles of International Law Concerning Friendly and Cooperative Relations Among States (1970) is also significant in this respect, specifying abstention from the use or threat of force as a first principle of these relations. As it says, "Such a threat or use of force is a violation of international law and can never be used as a means of solving international problems." (9) The document clearly states

that "war of aggression is a crime against peace, for which there is a responsibility according to international law." (10)

Of course an international treaty for abstention from force would mark a higher stage in the efforts to fully assert this principle in international relations. Such a treaty would serve the purpose of specifying not only the objective of abstention from use or threat of force but also the ways of enforcing this objective.

The need of such a treaty is especially apparent in Europe where, as we know, the greatest accumulation of weapons ever known in history is to be found. The European continent is the main area of confrontation of the two big military blocs, NATO and the Warsaw Pact. The nuclear powers in the two alliances have 95 percent of all the nuclear charges now existing in the world. Over 10,000 such charges are stored on the continent, each with an average destructive capacity of about 5 megatons, equal to the power of all the explosives used throughout World War II. Use of only one tenth of all the tactical nuclear weapons the United States has on the continent "would destroy the whole area where such a massive exchange of nuclear firepower would take place." (11) Furthermore, over 8 million troops, over 45,000 tanks and over 15,000 planes are stationed in Europe.

Now more than ever this highly dangerous situation requires permanent replacement of the "law of force" by the rule of law in international relations. Experience tells us that there is no international problem, difference or conflict that cannot be settled by peaceful negotiation. The sole requirement is for all states, large or small, to take the necessary political initiative to seek joint solutions with observance of the rights and interests of each and abstention from any forms of pressure or dictation or of threat or use of force. As it says in the RCP Program, "In the next stage of international affairs we must intensify the effort to completely abolish the old imperialist policy of force and dictation, colonialism, neocolonialism, and any forms of interference in internal affairs or pressure upon other peoples. We must firmly proceed upon the principles of international law and the peaceful negotiation of all disputes among states." (12)

#### Major Aims and Provisions

In view of these considerations, Romania has made a consistent effort to centralize abstention from force and peaceful settlement of international differences under the Conference for Security and Cooperation in Europe. To this end the Romanian delegation to the conference recommended as the first point on the agenda "European security and abstention from force or the threat of force in relations among European states and the basic principles of the relations among European states." (13) Romania also recommended including a general European treaty for abstention from the use or threat of force in the Final Act of the conference. (14) This idea was supported by many European states. For example, the federal chancellor of Austria, in reference to the objectives of the Conference for Security and Cooperation in Europe, pointed out that "A treaty to renounce force must be concluded for the entire continent of Europe." The Swedish minister of foreign affairs also mentioned the need

for the conference to give priority to "an agreement on nonaggression and non-interference in the affairs of other nations in Europe..." And again, the prime minister of Luxemburg stated at the Helsinki Conference, "I really do not know what detente means if not first of all renouncing the use or threat of force to resolve any problems among any states..." (15)

But there have also been national representatives who in this period opposed the conclusion of a treaty for abstention from force on various pretexts, including the one that such a treaty would be "premature." But on the basis of the Romanian proposals the Final Act included the commitment of the participants to express, by all ways and means they consider suitable, the obligation to abstain from the use or threat of force in international relations.

We must now intensify the efforts to overcome the reservations that have been displayed and to begin preparation of a general European treaty for renouncing the use or threat of force that will establish the solemn commitment of all the states participating in the Conference for Security and Cooperation to take practical action for the full and final abolition of the old policy of force.

For the preparation of such a treaty, there are not only the legal grounds of the obligation assumed at Helsinki but also a broad agreement in the provisions of the Final Act as well as a number of bilateral documents concluded among the members of the conference. These documents among others expressly state the obligation of all states to refrain from any kind of military, political, economic or other pressure and from the threat or use of force against another state on any pretext, under any circumstance and in any way. They specify the obligation of all states not to interfere in the internal affairs of another state in any way or for any reason, the strict obligation of inviolability of the states' frontiers and territorial integrity, and every people's inalienable right to choose their political, economic and social system according to their own will and interests in complete freedom and with no outside interference. The Final Act itself provides that the "participating states will refrain, in their mutual relations and in their international relations in general, from the use or threat of force either against any state's territorial integrity or political independence or in any other way incompatible with the purposes of the United Nations and with the present declaration. No reason can be used to justify the use or threat of force in conflict with this principle." (16)

In the course of negotiating the treaty consideration must be given to the previous agreements as well as the need of extending the principle of abstention from the use or threat of force in accordance with the development of international law and the present requirements of establishing a lasting system of continental security, through detailed definition of the states' obligations. Special emphasis is to be placed upon the territorial factors of abstention from force or the threat of force, such as prohibition of occupation of foreign territories, invasion of or attacks against other states, acts against territorial unity and integrity, and any use of the armed forces of one state against another. These points are particularly important because they are basic to observance of the principles of international relations and they guarantee the maintenance of peace on the continent.

The treaty should expressly state the obligation of the nuclear states not to use or threaten to use nuclear weapons against the states that do not have them, as well as the commitment of all nuclear states not to first use these weapons against each other.

And as an original and indispensable factor, the treaty should provide specific measures for the whole range of international relations, legal, political, military, economic and cultural, to make abstention from the use or threat of force effective. It must emphasize measures for military disengagement and disarmament in order to curtail and finally eliminate the infrastructure of acts of force and pressure. Prohibition of nuclear and all other weapons of mass destruction is particularly important in this respect, as well as their reduction and ultimate elimination from the military arsenals. Measures are also necessary for reduction and ultimate withdrawal of all foreign troops within the national borders of other states, elimination of military bases on other states' territories, cessation of the armaments race, gradual reduction of the troops and armaments in the national armies, formation of denuclearized zones in various parts of Europe, a pledge by the nuclear powers not to use nuclear weapons against the states in these zones, and preparations for dismantling and ultimately eliminating the military blocs.

As we know, now that all peoples and world public opinion are increasingly opposed to wars of aggression the backward circles are attempting more and more subtle forms of interference and dictation, especially against the small and medium countries and the developing countries. Therefore the treaty, in emphasizing the most brutal form of force in international relations, namely armed intervention in the internal affairs of other states, must also pay due attention to the measures that will prevent all actions of force including economic blackmail and pressure.

Furthermore the treaty must expressly specify measures to develop international cooperation, for purposes of establishing a new international economic order, encouraging mutual confidence and respect, and overcoming the present division of the world into developed and underdeveloped countries.

Measures to establish the political climate necessary to permanently eliminate acts of force also have an important part to play. To this end the treaty must provide ways and means of promoting a climate of confidence and respect among nations by developing cooperation and exchanges in the fields of education, culture, information, human contacts etc., by excluding propaganda in favor of wars of aggression or the use or threat of force against another state, and by prohibiting any activities of incitement, misinformation or hostile propaganda against other states.

Peaceful settlement of international differences is another important aspect of the treaty. If the use or threat of force is to be banned and specific measures are to be taken to enforce this ban, any misunderstandings among states must be resolved solely by negotiation. Thus peaceful settlement of differences is a corollary of abstention from force, and the two requirements are inseparable. As abstention from force becomes more effective, it becomes more necessary to intensify and extend the measures for peaceful settlement of disputes

Of course the treaty must also stipulate the states' inalienable right to legitimate defense, individual or collective, against an armed attack, including the right to protect their independence and to oppose any act of interference, pressure, or violation of their sovereignty.

The General European Treaty for Abstention from the Use or Threat of Force would provide a sound legal basis for a lasting system of security and cooperation in Europe in keeping with the new conditions on the continent and the increasingly strong will of the peoples to free development with no outside interference, pressure or intervention. The profound social and national changes of the last few decades, which are still being intensified, guarantee that abolition of the policy of force and dictation is a quite feasible aim. To be sure the process of detente is still precarious and just beginning, and there are still forces opposing the new policy and holding to the position of confrontation between blocs. All these require redoubled efforts to consolidate detente and adopt effective measures for disarmament and especially nuclear disarmament by mobilizing all forces militating for peace and progress, all public opinion, and all nations.

By virtue of its position and importance in international affairs and in modern social development, Europe can play an important part in overcoming the old relations of injustice and inequality, domination and exploitation, and in enabling every nation to develop in freedom and security from any danger of use or threat of force.

As an active member of the Conference for Security and Cooperation in Europe, Romania has been making tireless efforts to expedite transformation of our continent into a broad area of peace, collaboration and friendship among nations through a lasting system of security and cooperation. From the high forum of the joint session of the Party Central Committee, the Grand National Assembly, the Supreme Council for Socioeconomic Development, and the main party and state activists in March 1977, Nicolae Ceausescu made a solemn appeal to the governments, parliaments, parties, progressive political and social forces and the peoples of our continent to make new and persevering efforts together toward the adoption of new, consistent and effective measures for intensified European cooperation, continental disarmament and military disengagement, and a climate of complete security wherein all the nations can develop freely and cooperate effectively to bring about a lasting peace.

#### FOOTNOTES

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2. K. Marx and F. Engels, "Works," Vol 3, Political Publishing House, 1962, second edition, p 328.

3. Speech by Iosip Broz Tito, president of Yugoslavia, in "Conference for Security and Cooperation in Europe," Political Publishing House, 1975, p 154.
4. Gerd Junne, "Spieltheorie in der internationalen Politik. Die beschraenkte Raionalitaet strategischen Denkens," Bertelsmann Universitaetsverlag, Duesseldorf, 1972, p 161.
5. N. Dascovici, "Romania's Interests and Rights in Texts of International Public Law," Iasi, 1936, p 51.
6. Ibidem, p 55.
7. J. B. Duroselle, "Histoire diplomatique de 1919 a nos jours," fifth edition, Dalloz, Paris, 1971, p 90.
8. "Charte des Nations Unies et Statut de la Cour Internationale de Justice," Nations Unies, New York, 1971, p 90.
9. "Declaration on Principles of International Law Concerning Friendly Relations and Cooperation among States in Accordance with the Charter of the United Nations," United Nations, New York, 1971, p 6.
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11. THE DEFENSE MONITOR, Vol IV No 2, Washington, February 1975, p 3.
12. "The 11th Party Congress," Political Publishing House, 1975, p 741.
13. Doc CSCE/HC/13, 14 December 1972.
14. Doc CSCE/II/A/114, 25 February 1974.
15. Speech by Gaston Thorn, prime minister and minister of foreign affairs of the Grand Duchy of Luxemburg, in "Conference for Security and Cooperation in Europe," p 261.
16. "Conference for Security and Cooperation in Europe," p 283.

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ROMANIA

PARTY JOURNAL CHIEF EDITOR, CRITIC DISAGREE ON HISTORY

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Notes on 'Essential Corrections in Evaluation of Sociological Thought'

/Article by Ovidiu Badina/

/Text/ Dear Chief Editor,

I am sending you the enclosed text of our reply to the material published in ERA SOCIALISTA No 13, 1977 in the conviction that you will give it due space in accordance with the standards that govern our life and work.

The notes signed by Stefan Voicu in ERA SOCIALISTA No 13, 1977 indicate some very important points that confront and should confront an investigator of our cultural heritage in general. Written with verve, without conspicuous bias and in a moderate, even pleasant tone, Voicu's notes pose some fundamental questions worthy of analysis and intensive study for the sake of the evaluation of our cultural heritage promoted by the RCP.

I. Before taking up any theoretical points I feel obliged to make some observations:

1. The part of the volume "Sociological Thought in Romania" (1974 edition) between pp 13 and 116 is entirely mine and represents approaches in the 1958-1967 period. Its conclusions were included in various courses in 1963-1967 (especially in "The History of Social, Political and Philosophical Thought in Romania" given in 1963-1965 at the Stefan Gheorghiu Academy).

All of the results of these studies were recorded in some volumes, two of which have been published: "Dimitrie Gusti, Contributions to Knowledge of the Work," Scientific Publishing House, Bucharest 1965 and "Specific Sociological Research. Romanian Traditions," Political Publishing House, Bucharest 1966. The others ("Tradition and Innovation in Romanian Sociology" submitted in 1972 to the Dacia Publishing House and redone in 1974 and 1975, for example), containing studies of the work of some thinkers previously very little studied from the standpoint of their sociological thought (about 60 pages are devoted to Lucretiu Patrascanu, about 40 to Dobrogeanu-Gherea and about 10 to Stefan

Stinca) or not always realistically viewed, are awaiting their "turn" at the printer's. Perhaps if all these had been published and made available to the public in time, the pictures of certain periods, trends and thinkers would have been better formed and some judgments, highly subjective at times, would have been avoided.

2. "Sociological Thought in Romania" does not include all that was presented in the courses or all that was prepared for publication, nor did it claim to be an all-inclusive work with categorical and definitive value judgments. Neither do we deem it necessary to explain here how the idea of writing it evolved or the plan of the work as such. But we point out that as it says in the Foreward, it is "a collective attempt to explain the development of sociological thought in Romania from the 17th and 18th centuries to the present.

"To be sure this beginning still suffers from imperfections and gaps, but the important fact is that the authors have tried to apply the dialectical method and conception consistently in this volume," and, I now add, at a time when there were no thorough studies for all historical periods and trends of sociological thought or any other attempts at synthesis of sociological thought in Romania prepared from the Marxist position.

II. Analysis of sociological thought from the standpoint of the complex, rich and constantly developing Romanian reality requires understanding of historical experience in all its aspects. In general experience is complex, and when it comes to reconstituting a sequence of experience there is need of an interpretation based upon a dialectical-materialist conception. Understanding historical experience requires far more than erudite information. It requires creative assimilation of the information and determination of the significance of the information at the time. And understanding also means mastery of the information to restore it to the proportions of the time, in the contemporary sense.

And all this also requires the capacity to detach oneself from all subjective considerations that directly or indirectly bind one to certain sequences of the reality of a period, preventing one from seeing the whole and the essential. And perhaps nothing is more difficult to set aside than one's own experiences and recollections charged in every way. And I do not think Stefan Voicu is any exception to this.

1. On the subject of "chair sociology" [sociologia de catedra]:

Stefan Voicu agrees and disagrees with us. He agrees when he states that our definition "is correct and can hardly be contested" and disagrees because its "application to specific cases suffers from insufficient knowledge of the ideological and political content of some sociological trends, and of some phenomena in our political history in the interwar period."

Two qualifications are necessary here:

a. The text to which Voicu refers also says, "Their (namely these sociologists') public social action was strictly personal even when they



were members of political parties, and their sociological ideas professed at the time could conflict with the particular activities actually performed." Chair sociology "is a kind of sociology primarily based on book documentation and meditation, the kind of sociology perhaps the most popular between the wars."

b. The relationship between sociology, philosophy and political ideology is highly complex and requires keeping a multitude of points in mind when we approach it. And how one views this relationship and, unquestionably, the class position one takes are also very important. More than any other, this relationship has profound implications in its continuance in political practice.

- In connection with the content of the category of "chair sociology" (and not "closet sociology" [*sociologie de cabinet*] as the term is incorrectly used by Petru P. Andrei in *CRONICA* and by Stefan Voicu in *ERA SOCIALISTA*, who substitute it for "chair sociology" in our sense), we think time will prove us right. We realize that a historical judgment must be well-balanced and that there is no greater error than exclusive systematization and formation of absolute judgments on highly complex problems that have evolved on terms that varied with the conditions of place and time.

We think the "chair sociology" of Romania between the wars involves general sociological theory, consisting of social philosophy and theoretical sociological points evolved at the macrosocial level and resulting from investigation of forms of social relations and social organization, of fields of social activity, and of social processes, but also of the institutions of the given society viewed in their interaction with various forms of social awareness, with their position and role in society, and with the relations of society with the environment, of man with technology, etc.

The meaning given to "chair sociology" is not pejorative but is primarily intended to distinguish it from other levels of sociology, which can be the median level or that of special sociological theory, and that of empirical sociological theory (if we are referring solely to the theoretical aspect). While I understand Petru P. Andrei and excuse him for not understanding because actually he does not work in this field, I cannot say the same for those who are considered specialists.

When we analyze the work of the sociologists grouped in this category, we must also consider the theoretical-philosophical point of departure, the aims pursued, the theoretical and practical implications of the views sustained and their evolution in time. In these respects all those whom we have mentioned (Petru Andrei, M. D. Ralea, Nicolae Petrescu, Eugen Sperantia, Constantin Sudeanu etc.) differ from each other.

2. In connection with the relationship of the sociological-theory affiliation to party-political attitude, it is difficult to make categorical and linear statements about these relationships expressed in the actions of people who lived in a contradictory period when powerful and well-grouped forces were confronted in theoretical-philosophical and social-political struggles. It is to the credit of most of the Romanian intelligentsia that at difficult points in the interwar period they took democratic positions, often adopting a frank

attitude, in writing and in public, against the reactionary forces. This meant and means a political attitude that did not always agree with the positions of political parties to which some of the said sociologists belonged. The political attitude of P. Andrei (to whom M. Miciu and Stefan Voicu referred) does not exactly reflect the position of the PNT [National Peasants' Party], of which he was a member, but is a more personal and advanced position. Moreover the PNT was not at all homogeneous, and the trends in its management reflect this fact. P. Andrei's sociology is not directly related to the peasantist doctrine, and the principles in his "General Sociology" are not directly related to his practical activity in the ministry of the peasantist government as a politician. There are situations, in the context of the bourgeois system, wherein the scientist in his field observes the rules of the respective science, while in his political activity he observes the rules imposed by the political group to which he belongs (or sometimes he does not observe them). Mihai D. Ralea was in a similar position. We do not think his sociological stand in the interwar period can be directly related to his affiliation with various political groups. His sociological articles in 1918 and 1919 reflect a certain ideological position and his theoretical work in sociology and philosophy in the 1940's can be related to positivism etc., but we do not think it should be directly related to his practical political activity. The latter left traces in some of his articles, but through the intermediary of ideology. His interpretation of the French revolution or the way he poses the problem of the sociology of success is to be evaluated primarily by the criteria of sociology and his political activity primarily by those applicable to political activity. In the light of these considerations alone it is easier to understand our statement that "Their public social action was strictly personal, even when they were members of political parties, and their sociological ideas professed at the time could disagree with their particular practical activities" (a statement Voicu does not recall!).

As to the statement that "Many objections to P. Andrei can be made because his antifascist militance was inadequately manifested in the mass actions and he did not intensively pressure the party leaders of the right, especially Iuliu Maniu, to align this party with the democratic masses in the forces acting for an extensive antifascist concentration," we have the following questions: (a) Does Voicu really think Andrei was such a power in the PNT that he could have changed the orientation of the PNT and its leaders? (b) Does Voicu believe Andrei was thinking of a leftist orientation to the point of open collaboration with "the forces acting for an extensive antifascist concentration" (I do not understand why he refers to communists indirectly!)? (c) Do good intentions lead us to go too far in analyzing a thought?

Since it is a question here of Andrei's political (and not sociological!) thinking, it should be noted that he remained within the limits of bourgeois political thought and practice. He was on the left of the bourgeoisie, to be sure, but within it. He has a special place in the wide range of nuances of this thought, and it is in this light that we must evaluate him. But this also means something else, namely that we must not confuse or substitute either the levels (sociological and political activity) or the categories of political attitudes, which are to be viewed in relation to the social-political ideals pursued.

3. The relationship between the sociologist Gusti and the sociologist Andrei was complex, and it varied over three decades. We shall discuss this problem in detail in a future work, and we note here only the following:

a. We think there are similarities and differences between these great thinkers due not so much to their professor-student relationship as to their points of departure, the levels of the problems they approached, and the horizons they confronted. In the writings of past years we said, "It is true that other Romanian sociologists with purely theoretical interests held views (on some problems) somewhat superior to those of the same nature advanced by Dimitrie Gusti, such as Andrei's and Ralea's scientific, Durkheimian-deterministic conception which, on the level of the sociology concerned with the categorical explication of the problems, is more valid than Gusti's works of the same structure. But Gusti's sociological work is valuable not only for his theoretical studies but also for his practical activity. What established him on the world level in the most advanced positions of contemporary bourgeois sociology was his institution and implementation of programs for sociological recording of the social facts, to which specialists in the most varied fields, university personnel and students contributed for years.\* While we were doing justice to Andrei we wronged Gusti, because we viewed him only in connection with the Monographic School and not as a thinker in many fields who made original contributions to the development of particular sociologies such as those of international relations and of war and peace for example. This error is repeated by Voicu, who sees Gusti solely in his connection with the Monographic School. But the six volumes of Gusti's works show that he also has other merits.

In various stages and in various ways, both Gusti and Andrei contributed to the presentation of the Marxist conception (as they understood it!) as one of the widely circulated sociological concepts. This is particularly significant when we consider the social-historical period in which they lived and worked, and the fact that some young students were introduced to Marxist thought this way.

We have some reservations as to the validity of Andrei's criticism of the monographic studies on the ground that they are not sociology but sociography at best: (a) The criticism would have been quite justified if Gusti and his collaborators had merely collected information and published it as such, whereas actually the situation was different. Gusti regarded monographic research as a general approach to reality emphasizing the researcher's direct contact with the facts. This was his way of combatting the tendency to reduce sociology to statistical analysis. (b) Andrei brings up this question in discussion of the position of the theorist adhering to the theory of the macrosocial. Actually he seems to have overlooked here the need of the specific empirical approach (which he used in 1910 and 1911) as a way of enriching the theory. But Gusti assumes (in our unsubstantiated opinion) that this kind of activity, on a national level, would permit understanding of the macrosocial as a national sociology etc. He never insisted upon a flat empiricism, nor did he militate for it. On the contrary. But Andrei either failed to understand this or chose to overlook it. (c) Voicu's statement that this stand "against limiting sociology to a photographic description of the social facts" would have made a

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\*See "Militant Sociology IV," Bucharest School of Sociology, Scientific Publishing House, 1971, p 13.

positive contribution to the enlightenment of the young sociologists led by the Gustian Monographic School to an abnormal breakage of the relationships between sociology, philosophy and politics" does not bear examination because, while theoretically this should have been true, actually the Monographic School worked accordingly with thousands of people who related sociology, philosophy and politics in the field, determining poverty and deception. The monographic campaigns actually had a favorable political effect upon youth. In 1936 Voicu made this very point about the monographic campaigns in ERA NOUA, and I do not understand why he denies it now.

4. As for Marxist sociological thought in the interwar period, Voicu is right in saying that it is not in keeping with the facts and the needs of an introduction to Romanian sociology. But we understand this not only as a number of pages (which he urges us to increase) but particularly as an expansion of the area of interest and of the number of Marxist thinkers in the field of sociology. As it also says in the Foreward, we refer here to Cristian Racovski and some theorists of the socialist and social-democratic movement who published works explicitly stating positions on social philosophy and sociology.

5. We may be subjective in disagreeing with Voicu's appraisal of the importance attached to sociologists according to the number of pages in the reviewed work. We do not dwell upon some obvious mistakes (five and one half pages and not six were devoted to Gherea, and one and one fifth pages were devoted to Ralea, not one fifth, etc.) but upon one point that merits consideration, namely that one can write better about the periods and works of outstanding personalities of which synthetic studies have already been made. And we draw many blanks as to trends and thinkers in the interwar period, especially Marxist ones. And if Voicu correctly notes some discrepancies in the work to which he refers, they are due to more general reasons worthy of consideration.

6. We are convinced that many additions and corrections are still required in a history of the sociological thought of a people such as ours, who have a troubled history but one fraught with great deeds that entitle us to take pride that we are their sons. We are equally sure that the analysis must be supplemented with other considerations, but this cannot be done without combined efforts in a creative atmosphere promoted by the party. Let us not forget that creative activity means reconstitution on a higher level, supplemented by a new outlook upon which the human personality of the creative interpreter leaves its mark. And the creative interpreter is our entire front for the investigation of our cultural and scientific heritage.

On Ovidiu Badina's 'Notes'

[Article by Stefan Voicu, chief editor of ERA SOCIALISTA]

[Text] In publishing Ovidiu Badina's "notes" on the article "Essential Corrections in the Evaluation of Sociological Thought" (ERA SOCIALISTA No 13, 1977), we could have dispensed with any rejoinder because the letter strengthens our conviction of the correctness of our criticisms, even in some opinions opposed to ours.

We deeply regret that the author did not concentrate on the main problems but preferred to write about minor matters with some more or less abstract theoretical digressions that may be interesting but not very enlightening.

Badina obviously disagrees with some of our views. This is not at all unusual, since every one cannot always have the same opinion on all questions, especially in the case of problems that have been insufficiently studied.

The question whether Andrei was or was not a "book sociologist" would not be very important in itself, but it takes on an importance transcending the particular case. The statement from the authority of a specialized university course that Andrei, Ralea and other such personalities harbored a discrepancy between their political activity and their avowed conceptions in scientific and university affairs indicates, as I have already said, "an inadequate knowledge of the ideological and political content of certain sociological trends and some phenomena in our political history between the wars."

This is actually the problem. I think we need a better and more detailed knowledge of the sociological trends in interwar Romania on the part of university personnel in the fields of the social sciences and political history.

As contrasted with the others, Badinu has the merit of not concealing his ignorance of these fields. In the letter published above he says frankly, "I do not understand why...", "I have the following questions..." etc.

Of course it is impossible to explain these problems here. They require more extensive discussion.

In defining the category of "book sociology," suitable in his course notes published in a book, Badina now introduces a new factor that may cause confusion, namely the "relationship of the sociological-theory affiliation to the party-political attitude." By applying this relationship to the specific case, it was not difficult to draw the conclusion that "The political attitude of P. Andrei (to whom M. Micu and Stefan Voicu referred) does not exactly reflect the position of the PNT, of which he was a member, but is a more personal and advanced position."

Short of agreeing that it was "a more personal position," we agree that it was actually advanced and that it did not exactly reflect the position of the PNT. But note that it reflected the ideas and principles Andrei was promoting not only on the political level but also on the sociological and university levels, allowing of course for the particular nature of these activities. This was also true of Ralea and other figures with democratic, progressive and antifascist attitudes in political and scientific affairs, with the limitations, reservations and errors that the communists to a great extent allowed for at the time. To be sure these personalities' attitudes did not always correspond to the national-peasant, liberal or other parties to which they belonged, but that is no reason to catalog them as book sociologists "with no wide public audience."

Badina asks, "Does Stefan Voicu really think Petre Andrei was such a power in the PNT that he could have changed the orientation of the PNT and its leaders?"

We cannot agree with the negative answer implied in Badina's question because it raises a serious problem in Romanian political history in the 1930's. If the question were extended to include all the Andreis in various parties and groups whose leaders opposed the antifascist coalition, it might read as follows: "Was it possible under these circumstances to form a popular antifascist front? Was our communist party's policy on this realistic?"

As we know, the Communist Party, being illegal but using various semilegal and legal methods, was conducting an extensive and intensive activity to form a broad antifascist concentration even if it did not always have the necessary consistency and flexibility. The main effort was to involve the democratic-bourgeois parties and especially the PNT, a strong party at the time with the confidence of broad masses, particularly peasants and middle urban strata as well as many intellectuals with democratic aspirations. Many leaders of PNT organizations of communes, cities and counties and some districts of Bucharest and nearly all the PNT youth organizations actively participated in the common antifascist struggle in various ways. Even some members of the central administration such as Dr Nicolae Lupu, Mihai Ralea et al., including Andrei (who by the way was not even the seventh wheel in the party as Badina imagines), favored uniting all the democratic forces in some periods, and there were times when they acted more or less in this direction with important results. Iuliu Maniu himself was compelled by pressure of the masses and many PNT personnel to accept the enlistment of the local organizations in the democratic front in the partial elections of 1936-1937 in Hunedoara, Mehedinti, Bucharest and Iasi, which elections were triumphs over the reactionary and fascist forces.

Our party correctly judged that the objective circumstances permitted the formation of a broad antifascist front based on the united labor front that could have checked fascism. The reasons why it was not formed on a wider scale should be thoroughly investigated. But certain it is that one of the main reasons was the hostility of the central administration of the PNT, dominated by profoundly reactionary personalities led by Iuliu Maniu who, quite paradoxically, had become a chief supporter of the Hitlerite Iron Guard.

Badina's question is reminiscent of one of the formulas used in 1937 by some opponents of the democratic concentration to check the efforts of those inside and outside the PNT to direct it toward the antifascist coalition.

The daily LUMEA ROMANEASCA, subsidized by certain circles to lead a regular diversionary campaign from democratic positions against antifascist unity, demonstrated by arguments based on indisputable facts that a coalition with Iuliu Maniu and other PNT leaders and a change in the reactionary orientation of the central administration of the PNT were impossible. Maniu's ambiguous and staunchly reactionary position was unmasked day by day.

To be sure all that was said about the reactionary position of Maniu, Mihalache et al. was quite true, but the purpose was to create an atmosphere hostile to the attraction of this mass party to the antifascist concentration, and there were growing trends toward democratic unity in the party's ranks. The campaign was somewhat effective in that it helped to disorient many militants for the popular antifascist front, and this greatly weakened the pressure on the PNT

administration and facilitated antidemocratic maneuvers behind the scenes. The communists in their turn were placed in a very difficult position because it was neither right nor possible to defend Maniu, Mihalache et al. or to defend what was to be combatted rather than defended.

I do not think it is to "stick" us that Badina says he wonders if we actually believe that Andrei "was thinking of a leftist orientation to the point of open collaboration" with the communists. It is clear to those who know the period that it was actually impossible for a political leader in a bourgeois-democratic party to consider open collaboration with the Communist Party, which was outlawed. But Andrei collaborated at some points with the communists not as communists but as antifascists. And at a meeting in Turmu-Severin during the electoral campaign conducted jointly with communists in 1936 he frankly opposed the communist stands expressed by Prof Petre Constantinescu-Iasi, just as the latter opposed some stands expressed by Andrei. This does not detract from his merits as a progressive politician who fought fascism with limitations and inconsistencies but nevertheless with courage, at a time when the legionnaires were drawing on antifascists with pistols.

It was no isolated case, since there were other political figures in the same situation, such as Ralea who, as well as others, joined the Communist Party many years later. Of course it can be neither asserted nor denied that Andrei would have had a similar political and ideological evolution had he not been a victim of the bands of legionnaires. (In connection with the circumstances of his death, I allow myself to say paranthetically that it is unseemly and unjust to minimize this tragedy and impair the victim's memory, as an eminent historian does in his memoirs.)

It is significant that in 1936-1937 the common struggle against the Hitlerite threat was joined by a rightist political group, the conservative party under Grigore Filipescu, an enemy of communism who nevertheless at a certain point joined the communists not as communists but as consistent and aggressive militants in defense of Romania's basic national interests.

In those years the Communist Party achieved antifascist coalitions with parties, groups and personalities of the most varied political positions. If these coalitions were only temporary and partial, it was not primarily the historical responsibility of the communists, and insofar as it was, it should unquestionably be added that it was not primarily the responsibility of those who militated inside the country on the basis of their own political and tactical orientations.

I am closing because these comments have become too long. Nor is there any point in combatting such statements as the one to the effect that one would weigh "the importance of sociologists according to the number of pages..." or that one would deny the evaluations (favorable and critical) that I made of Gusti's sociology in 1936 in ERA NOUA. Badina now presents Gusti as a kind of popularizer of the Marxist conception. It would not be inadvisable for Badina to meditate upon Gusti's basic sociological concept: "Sociology will be monographic or it will not be," that is "sociography" as Andrei would say. Let him also consider, in the light of Marxism, the principle propagated by Gusti in a

university and in his journal SOCIOLOGIA ROMANEASCA through Traian Herseni: "Philosophy and politics trouble sociology." After that he has only to speak again about "the error repeated by Stefan Voicu, who sees Gusti only in his connection with the Monographic School"!

Awaiting the future work that Badina promises us, we express our hope that he will make a more intensive examination of Romanian political history and sociological thought, and that on this occasion he will attach due importance not only to Gustian sociology but also to the thinking of Marxist and other progressive sociologists in the more or less recent past.

This will be a useful work.

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## ROMANIA

### DIVISION OF HISTORY INTO PERIODS DISCUSSED

Bucharest ANALE DE ISTORIE in Romanian No 4 Jul-Aug 77 pp 199-202

[Article by Dr Gheorghe Zaharia, deputy director of the Institute of Historical and Socio-Political Studies attached to the Central Committee of the Romanian Communist Party: "Discussions Regarding the Division of Romanian History into Periods"]

[Text] The discussions organized on the theme of the division of the history of the Romanian people into periods are of special significance from a number of points of view. In the final analysis, it is a question which is of interest not only to a group of specialists, but to all our people since the Book of History, based on the conclusions of scientific researchers, must convince the uninformed, but trained and exacting reader to think about and understand for himself the conclusions of the specialists. The mass of readers, and the Treatise of History will address broad masses of readers, wants to find their forefathers in the Book of History and all the better things that they achieved in the most accurate presentation of historical truths.

The division of history into periods, which has as its purpose to mark the great historical points of the development of Romanian society, cannot risk incorrectly marking these points since they can become the source of certain conclusions which, by far ignoring the substance of time and certain academic discussions, come into our times in the form of certain political realities.

For that reason, it is of national interest that this fundamental work--the Book of the History of the Romanian People--reflect both the high level of documentation attained for all periods of time through historical research and the scientific concepts and thought of its authors and the personnel in our historical research effort.

If the revolutionary movement in Romania in 1883 edited a journal entitled significantly "Dacia viitoare" [The Future Dacia] in which it wrote, expressing its deep patriotic goal, "We want Dacia as it once was, for history

and for our right; our land of 20 centuries gives us the right to aspire to a Romanian Dacia," then even more today, when the working class party is guiding the destiny of the Romanian people, it is necessary for us, like our forefathers, to begin with the profound knowledge and understanding of the multimillennium past of our people.

That is why the Institute of Historical and Socio-Political Studies, which, by its charter, has the task of being concerned with the history of the workers' and socialists' movements and the history of the Romanian Communist Party as an integral part of the history of Romanian society, considers it necessary to express several points of view and considerations regarding the problems of dividing the history of the Romanian people into periods.

I. First of all, we feel it is necessary to stress that it is a question of methodology and the need to consider the historical material at the level not only of the current capacity to understand, but also of the problems of our contemporary era, of our state and of the place of the Romanian people in the world. It is in itself understood that the elimination of certain preconceived ideas or certain ideas imposed by special circumstances in the past is a primary condition for taking a courageous step in the elaboration of the Treatise of the History of Romania.

II. Secondly, the problem of the division of history into periods must be regarded in light of the materialist-dialectical concept, that is, associated with the changing of certain social orders that took place not at a certain point in time, but within the framework of certain broader and longer processes.

Certain historical dates which have taken on an exaggerated significance in past historical works must be regarded as being part of the framework of certain historical processes having inevitable antecedents (even if there are not sufficient supporting documents) and consequences of equal importance. For example, the so-called "withdrawal of Aurelian" in 271 is certainly an important date, but not in and of itself. It is important because of the totality of causes which determined this withdrawal, including the affirmation of the native element and the frequent rebellions of the Dacians, which greatly threatened the rear of the occupying forces--as we would say today--as well as the consequences of the withdrawal itself, such as the resumption of a unitary life throughout the Dacian territory.

III. In light of the above, the problem of the "moment of the conclusion of the process of creating the Romanian people"--quoting the words contained in the text convoking this discussion calls for several clarifications of a general order. First of all, we believe that we must speak of the origins of the Romanian people and not their creation because, historically speaking, the Romanian people do not have a concluding moment in their creation--nor does any other people--but, they go through an evolutionary process having moments for the affirmation of their distinct individuality in certain

historical periods. The Romanian people, with this name, are the same people who, with another name, were on this land that they ruled for many thousands of years. It is true that the historical circumstances of the first through third centuries A.D., during the wars with the Romans and the conquest of certain parts of Dacia by the Roman Empire, had important consequences upon the Geto-Dacian character, but they preserved their appearance, special traits and customs, some right until our times.

The Geto-Dacian population's contact with other people, after the end of Roman rule, however powerful or violent it may have been, could not dislocate the native element, a fact also confirmed by documents. But, even if the documents do not confirm its continuous presence, its real presence on this land during different historical periods obliges us to recognize its permanence and continuity.

It is possible that the presence of certain documentary sources left by foreign elements on our territory could be used by certain historians as the focal point of the history of the Romanian people. This would be correct, perhaps, from a documentary point of view, but incorrect and false based on the great historical reality: the continuing presence of Romanians here since their origins.

IV. Under such conditions, to speak of the "creation" of the Romanian people means to deny the history of our forefathers and to seek external factors which allegedly caused the appearance of a people in this area, an allegation which contradicts the basic theses of dialectic and historical materialism themselves.

Although numerous other peoples overran the Greeks, the Greeks remained Greeks; and the same with other ancient people. Therefore, why do we not admit that the Geto-Dacians, the direct and authentic ancestors of the Romanians, continued to develop their centuries old ethnic-cultural homeland, enriching their traits as a people having a well defined individuality and a remarkable spiritual life.

As the creators of a shining civilization, the Geto-Dacians had their own state organization which reached its zenith during the period of the kingdom centralized under Burebista and Decebal. Certainly, new and assiduous researchers will clarify many and important aspects of the Dacian people, such as the language spoken, the nature of their religion and others.

As is natural, the broad, reciprocal influential relations with the great civilizations of antiquity, the Greeks, Persians and, later, the Romans, made their contributions to the positive evolution of the Dacian people, with these assimilated elements adding new traits to the personality of the Dacians during the process of progressive changes.

With all of the negative aspects that the Roman occupation of a part of Ancient Dacia had, the influence and long association with the Romans

brought about a new economic and political flowering of these regions and made its imprint upon the entire later historical evolution of society in this geographical area. Emphasizing this process with great clarity, A. D. Xenopol wrote: "At the physiological roots of the Romanian people, there is reflected the old Dacian prototype, as cleanly preserved as the clarity of Roman wisdom, so that today the Romanian people appear as a Dacian trunk upon which has been grafted a powerful and beautiful Romanian crown of branches, leaves and flowers."

After the Roman rulers left Dacia, the Dacians, with reunited forces, constituted the basic factor in the development of the Romanian people. Pointing out this historical truth, Vasile Parvan noted: "The solidarity of interests of pre-Roman Dacia was resumed. The Dacians of Greater Dacia contributed to the preservation of that which the Romans in Roman Dacia had created through their culture." In this way, the Romanians preserved uninterrupted the life and ethnic-linguistic continuity all across the territory corresponding to the ancestral homeland.

V. We feel that the 1821 revolution led by Tudor Vladimirescu marked the beginning of modern times, but the events of 1821 incorporated a great number of preparatory acts from the previous period (the more notable ones were Constantin Mavrocordat's reforms and the revolt of Horia, Closca and Crisan in the 18th century) so in the decades after 1821 the historical processes of Romanian society completed that which had been contemplated in Tudor Vladimirescu's revolution.

We feel that a similar manner of approaching historical problems is appropriate when we refer to the great ideals of our people, such as its national unity and independence. It is common to speak of the "first unification," an inexact statement from an historical point of view, achieved under Michael the Brave. Actually, the problem of "re-unification" must also be pursued during the period prior to 1600, with 1600 representing the culminating point of affirming these ideals.

In general, Romanian historiography in recent times has made a series of important reevaluations with regards to the problem of the independence of the Romanian states throughout the ages, but we feel that the history of the Romanian people must also be reevaluated from the 18th century in order to bring together the constitutive elements of this historical process: the struggle to gain full independence for the Romanians within the framework of a single national state. This state was achieved in 1918 and it constituted a remarkable moment in modern times, along bourgeois-democratic lines, which opened a broader field for the development of the forces of production of the country.

The period of World War II brought about an acute sharpening of the internal contradictions of Romanian bourgeois society. Having a prior history of a century of social upheavals and struggles, these contradictions placed on the agenda, under the favorable international circumstances of those years,

both the need to liberate the country from nazi domination and the need for structural transformations of the means of production. The rule of the Romanian bourgeoisie had lived its last years. The end of that era and the modern era was at hand.

VI. That is why the fact is unanimously accepted that the insurrection of August 1944, which brought the popular masses, headed by the working class, to the forefront of Romanian political life, opened the path to carry out the aspirations of the Romanian people to be free and masters of their wealth and own work and destiny. At the same time, an era was inaugurated of profound revolutionary, democratic transformations in Romanian society and of the attainment of power by the working class in alliance with the peasantry and broad popular masses, which constitute the essential content of the contemporary era of history. The Program of the Romanian Communist Party points out that: "The era that followed marked the beginning of a new history of our country, the history of fulfilling the ideals of social and national right, for which countless generations of forefathers had fought, of winning full independence and national sovereignty for Romania and of the sacred right of the Romanian people to be masters of their own country." With this began the contemporary era of the history of our people.

Placing August 1944 at the beginning of the contemporary era fully corresponds to reality and, at the same time, to the concept of historical materialism and the criteria for the succession of social and economic systems. The year 1944, by way of everything that it brought to the political, social and economic realms, marked a key moment in our national history, coming as an event of great reverberation in the awareness of our people.

With regards to the succession of certain stages within the framework of this great era in the history of our country, three distinct stages can be established which, through their characteristic traits, have their own individuality. In its turn, each stage has several distinct periods determined by the modifications made to the base and superstructure of society.

We feel that the time limits of the three stages of contemporary history are:

1. 23 August 1944 - 30 December 1947: the stage of carrying out the popular-democratic revolution, of installing the power of the workers and the peasants and of moving the people along the path of freely creating the future.
2. 1947-1965: the stage of carrying out the socialist revolution, of successfully developing the process of building a socialist order in Romania.
3. The stage of building a multilaterally developed socialist society. This stage, announced by the 10th Congress of the Romanian Communist Party in 1969, has its beginning marked by official state documents, beginning with the 1971-1975 Five Year Plan. We propose, however, that the period 1965-1970 in the Treatise of the History of Romania, consider it as a period

of consolidation of socialist society and its technical-material base, figures in the third stage as a moment of preparation and opening of the stage of building a multilaterally developed socialist society.

There are many arguments to support this proposal. First of all, socialist relations were generalized in the entire national economy in 1965, a fact which characterized the entire stage. However, 1965 brought essential modifications to the state which are still valid today. The Socialist Republic of Romania was proclaimed. The new Constitution of the country was adopted.

The period that began after 1965, through the broad development of Romania in all fields, and especially through its affirmation in the world arena, will go down in the Book of History as one of the most glorious eras of the Romanian people's long existence.

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## ROMANIA

### ROMANIAN-YUGOSLAV HISTORY SYMPOSIUM HELD IN BUCHAREST

Bucharest ANALE DE ISTORIE in Romanian No 4 Jul-Aug 77 pp 202-203

[Article: "The Romanian-Yugoslav Symposium"]

[Text] At the end of 1976 in Bucharest, there was a joint symposium, within the framework of the cooperation agreement between the Institute of Historical and Social-Political Studies attached to the Central Committee of the Romanian Communist Party and the Institute of Contemporary History in Belgrade, with the theme: "The Alliance of the Working Class with the Peasantry during the Period of the Revolution and the Building of a Socialist Society."

The Yugoslav delegation presented the following reports: "The Yugoslav Village During the War of Liberation and the 1941-1945 Revolution," by Pero Moraca, a scientific advisor; "The Peasantry's Mobilization Activities During the War of National Liberation," by Dusan Zivkovici, a scientific advisor; and, "The Fundamental Characteristics of Social Development of Socialist Yugoslavia," by Professor Dr Dusan Bilangici.

The Romanian delegation presented reports on: "The Worker-Peasant Alliance During the Stage of the Democratic-Popular Revolution and of Building the Bases for Socialism," by Paraschiva Nichita, main scientific researcher; "The Multilateral Economic Cooperation Between the Working Class and the Peasantry During the Stage of Building a Multilaterally Developed Socialist Society--An Expression of Strengthening the Worker-Peasant Alliance," by Professor Dr Marin Popescu; "The Content of the Worker-Peasant Alliance In the Current Stage. The Role and Future of the Peasantry," by D. Dumitru, director at the Institute of Research for Agrarian Economy; and, "Institutional Forms of the Worker-Peasant Alliance In the Current Stage," by Dr Gheorghe Surpat, section chief.

The broad areas covered at the symposium, as well as the way it was carried out, with the greatest portion of time devoted to discussions, made it possible to broach certain theoretical problems regarding the worker-peasant alliance, as well as the problems of political alliances in general, and extensively revealed the concrete means of strengthening the worker-peasant alliances in our countries.

The symposium proved to be a good opportunity for the exchange of opinions on the topics presented for discussion and for showing the experiences of our parties in strengthening the alliance of the working class with the peasantry, the intellectuals and the other categories of workers in the process of the revolution and of building a socialist society.

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## ROMANIA

### ROMANIAN-POLISH HISTORY COMMISSION MEETS IN SUCEAVA

Bucharest ANALE DE ISTORIE in Romanian No 4 Jul-Aug 77 pp 203-204

[Article by Milica Moldoveanu: "The Second Session of the Romanian-Polish Joint Commission on History"]

[Text] On 26-29 May 1977, the second session of the Romanian-Polish Joint Commission on History met in Suceava. The participants from our country were: university professor Dr Stefan Stefanescu, director of the "Nicolae Iorga" Institute of History and head of the Romanian delegation; Dr Serban Papacostea and Dr Ilie Corfus, scientific researchers from the same institute; Dr Leonid Boicu, sector chief at the Institute of History and Archeology "A. D. Xenopol" in Iasi; Dr Milica Moldoveanu, chief scientific researcher at the Institute of Historical and Social-Political Study attached to the Central Committee of the Romanian Communist Party, and members of the Romanian party to the Joint Commission. Also taking part, as invited experts were: university professor Dr Vasile Ionescu, rector of the Suceava Pedagogical Institute; Dr Veniamin Ciobanu, scientific researcher at the Institute of History and Archeology "A. D. Xenopol"; Dr Florin Constantiniu and Stefana Simionescu Dascalescu, scientific researchers at the "Nicolae Iorga" Institute of History; and, Mihai Lazar, assistant at the Suceava Pedagogical Institute. Polish historians were represented by professor Dr Tadeusz Jedruszczak, chief editor of the journal "Kwartalnik Historyczny" and head of the Polish delegation, Dr Docent Wieslaw Balcerak, deputy director of the Institute of History of the Socialist Countries within the framework of the Polish Academy of Sciences, professor Dr Stefan Kalabinski, sector chief at the Institute of History of the Polish Academy of Sciences, Dr Hanna Jedruszczak of the same institute, Dr Docent Jan Tomicki from the Higher School of Social Sciences attached to the Central Committee of the Polish United Workers Party, and Dr Wanda Wolska from the State Archeological Museum in Warsaw.

During the session, two basic reports were presented: "The Revolutionary Movement and the Struggle for Independence in the Romanian Countries During the 19th Century," in which Dr Leonid Boicu showed the principal stages of

the Romanian people's struggle for unity and independence, the profoundly patriotic position of the progressive and revolutionary forces towards the problem of independence; and, "The Stages of the Development of the Polish Workers Movement," presented by professor Dr Stefan Kalabinski, which pointed out the stages of the development of the Polish socialist workers movement and the principal political-ideological orientations in this movement during the second half of the 19th century and the first two decades of the 20th century, stressing the attitudes of the different parties towards the problem of remaking the Polish state and the character and social-economic structures of that state. The reports "The History of Popular Poland in Polish Historiography," by Dr Hanna Jedruszczak, and "Research Regarding the Post-War History of Romania," by Dr Florin Constantiniu, reviewed the historiographic investigations regarding the carrying out of the popular revolutions in the two countries and evoked the directions of future research designed to lead to the continuing study and stress of new aspects of the problems of popular revolution.

Dr Wieslaw Balcerak and Dr Milica Moldoveanu presented reports regarding new publications in the field of history that have appeared in Poland and Romania between the first and second sessions of the Joint Commission (May 1976-May 1977). Stress was placed upon the numerous works reflecting the two great events in the history of our country that were celebrated in 1977: the 70th anniversary of the great peasant revolt of 1907 and the centennial celebration of independence of the Romanian state.

The reports, as well as the discussions surrounding them, provided a fruitful exchange of opinions between the Romanian and Polish historians.

The protocol signed in the presence of the cultural counsellor of the Polish Embassy in Bucharest, Jerzy Tomalak, established the schedule for the Joint Commission for the next two years, stressing the wish of the two parties to continue to develop scientific cooperation and to make their contribution to the success of the World Congress of Historical Sciences which will take place in Bucharest in 1980.

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DECREE ON ORGANIZATION, OPERATION OF SECONDARY SCHOOLS

Bucharest BULETINUL OFICIAL in Romanian Part I No 67, 12 Jul 77 pp 1-9

[Decree No 207/1977 of the State Council on the Organization and Operation of Secondary Education]

[Text] Statement of Purposes

On the basis of the provisions of the program of steps for applying the decisions of the 11th Party Congress and of the Congress of Political Education and Socialist Culture, the following decree of the State Council was issued by means of which the matters referring to the structure, organization and content of secondary education are regulated on a new, unified basis, in close connection with the economic and social development of the country and with the progress of science and culture.

In accordance with the provisions of this decree, secondary education is organized as day and evening education, according to types, specialties and specializations, the duration of studies being 4 years for day classes and 5 years for evening classes, and occurs in two stages, with the exception of pedagogic and choreographic education.

The graduates of secondary education, regardless of the type and specialty of the secondary school, are entitled to participate in the competitive examination for entrance into any institution of higher learning.

In order to ensure thorough mastery of a trade, there is introduced the period of probation after the completion of each stage of secondary school, as follows:

- a) The graduates of the 1st stage who do not continue studies in the 2d stage or in vocational school will have a probation of 6-12 months;
- b) The graduates of the 2d stage who do not continue studies in higher education will have a probation of 6-18 months.

Throughout probation the probationers have the capacity of employed persons, being paid from production funds as workers in training.

Enrollment in the ninth grade is generally done without a competitive examination, in accordance with the needs for qualifying the work force and with the choice and aptitudes of the pupils. In the case in which the number of candidates exceeds the number of planned places, enrollment is done on the basis of verifying tests.

On graduating from the 10th grade, the pupils receive a certificate of graduation from compulsory 10-year education, which entitles them to continue studies in the 2d stage, to enroll in vocational education or to be employed in production as probationers.

Admission to the second stage of day secondary education is done by means of a competitive examination.

Secondary studies end with the school-leaving examination, which also includes a practical project in the trade in which the training was done.

The new organization and operation of secondary education will be applied in the 1977/1978 school year, beginning with the ninth grade.

The pupils in the 10th-12th grades who come from secondary schools that change their specialty will study on the basis of transitional curricula corresponding to the new specialty, and those in the 13th grade on the basis of the curricula in the process of being phased out, with the pupils in the 12th and 13th grades ending studies in the 1977/1978 school year.

Decree of the State Council  
on the Organization and Operation of Secondary Education

The State Council of the Romanian Socialist Republic decrees:

Chapter I  
General Provisions

Article 1. Secondary education, an integral part of the educational system of the Romanian Socialist Republic, is accomplished in accordance with the directions of development established by the program of the Romanian Communist Party and with the requirements for training the personnel necessary to the different fields of economic and sociocultural activity.

Secondary education provides for the training of the young people for work and life and their education in the spirit of love for the socialist homeland and for the ideals of peace and social progress and helps to raise the level of culture of the entire populace.

Article 2. The development and improvement of secondary education are accomplished in close connection with production and with the progress of science and culture. Secondary education provides to the young people the training for specialization and qualification in a trade--on graduating from school or

after having a period of probation--in order to be able to work in the industrial, agricultural, economic, health, pedagogic, cultural and artistic fields or in other fields of social activity, and the knowledge needed to continue studies in higher education.

Article 3. The secondary schools are organized in accordance with the needs for training the work force by the economic ministries, by other central bodies of the state administration and by the executive committees of the county people's councils and of that of the municipality of Bucharest, in conformity with the legal provisions in force.

Article 4. Secondary education is organized in a unified manner, under the management, guidance and control of the Ministry of Education and Instruction, in collaboration with the economic ministries and the other central bodies of the state administration that organize secondary schools and with the executive committees of the county people's councils and of that of the municipality of Bucharest.

Article 5. The Ministry of Education and Instruction, together with the economic ministries and the other central bodies of the state administration that organize secondary schools and with the executive committees of the county people's councils and of that of the municipality of Bucharest, will provide the skilled personnel needed to carry out the instructive and educative process and will provide for the proper equipping and operation of the shops, laboratories and schoolrooms.

Article 6. The Ministry of Education and Instruction collaborates with the Union of Communist Youth and the General Union of Romanian Trade Unions in organizing and carrying out the instructive and educative process and the vocational training and civic and moral education of the pupils.

The secondary education units collaborate with the youth and trade-union organizations and with the family, securing their cooperation in educating the young people for life and work.

Article 7. Secondary education in the Romanian Socialist Republic is state education.

The citizens of the Romanian Socialist Republic have the right to education, regardless of nationality, race, sex or religion. Access to secondary education is provided to each one, in accordance with his own wishes and aptitudes and the requirements for training the work force for the different fields of activity of our socialist nation.

Secondary education is free.

Article 8. Secondary education is done in the Romanian language and, for the cohabiting nationalities, in their own language as well.

Article 9. The graduates of secondary education, regardless of the type and specialty of the secondary school, are entitled to participate, according to law, in the competitive examination for entrance into any institution of higher learning.

Article 10. In the Romanian Socialist Republic the state provides workplaces to the graduates of compulsory 10-year education and the secondary-school graduates who do not continue studies—in accordance with the qualification obtained in school or after having the period of probation—under the conditions established by law.

Article 11. Secondary education is organized as day and evening education.

The duration of day education is 4 years and that of evening education is 5 years.

## Chapter II Organization of Secondary Education

Article 12. Secondary education is organized according to types and specialties, established in accordance with the needs for training the work force, in conformity with the plan for economic and social development of the country.

Article 13. The training of the pupils is done by means of the following types and specialties of secondary schools:

- a) Industrial secondary schools, with the specialties: mechanics, electrical engineering, mines-petroleum-geology, metallurgy, chemistry, construction, construction materials, wood processing, the food industry, light industry, polygraphy, sea service;
- b) Agroindustrial and silvicultural secondary schools, with the specialties: agriculture, agricultural mechanics, silviculture and forestry operations;
- c) Economic and administrative-law secondary schools, with the specialties: economics of bookkeeping and trade, administrative law, public nutrition;
- d) Health secondary schools, with a health specialty;
- e) Mathematics-physics secondary schools, with the specialties: mathematics-physics, mathematics-mechanics, mathematics-electrical engineering, mathematics-electronics, mathematics-data processing, physics-electrical engineering;
- f) Natural sciences secondary schools, with the specialties: biology-chemistry, physics-chemistry, geology-geography;
- g) Pedagogic secondary schools, with a pedagogic specialty;

h) Philology-history secondary schools, with the specialties: philology-history, history-geography;

i) Art secondary schools, with the specialties: music, plastic arts and decoration, choreography.

The secondary schools will usually be organized with many specialties, in accordance with the requirements for training the work force and with the number of pupils.

In the counties in which a population belonging to the cohabiting nationalities also lives, secondary schools, classes or groups of pupils with teaching in the language of the respective nationality are organized.

Within all the types of secondary schools there can operate classes with a program of physical education, whose pupils also obtain, besides the training specific to the respective type of secondary school, training in a branch of sports.

Article 14. Secondary education is organized into stages: the 1st stage—the 9th-10th grades; and the 2d stage—the 11th-12th grades for day education and the 11th-13th grades for evening education.

The 1st stage of secondary school is an integral part of compulsory 10-year education.

In the pedagogic specialty and the choreographic specialty, secondary education is not organized into stages.

Article 15. The list of the secondary schools' types and specialties and of the trades in which the pupils are trained is that specified in the appendix, which is an integral part of the present decree.

The network of the secondary schools and the annual schooling plan are approved by means of a presidential decree, at the proposal of the Ministry of Education and Instruction, on the basis of the consultation of the economic ministries and of the other central and local bodies of the state administration that organize secondary schools, and with the agreement of the State Planning Committee and the Ministry of Labor. For the annual schooling plan the agreement of the Ministry of Finance is also necessary.

The division of the annual schooling plan according to types and specialties of secondary schools and according to trades for each secondary school is done by the Ministry of Education and Instruction, with the agreement of the State Planning Committee and the Ministry of Labor, at the proposal of the economic ministries and of the other central and local bodies of the state administration that organize secondary schools.

Article 16. The secondary schools are organized and operate together with vocational schools and schools for foremen, constituting school groups with

a single management and administration. They can also operate together with general schools or as independent units.

The 9th and 10th grades can also operate within the general or vocational schools, as branches of the secondary schools.

The school groups and the secondary schools that operate as independent units have a legal personality.

Article 17. The secondary schools operate in subordination to the Ministry of Education and Instruction, the economic ministries and the other central bodies that organize them, and the executive committees of the county people's councils and of that of the municipality of Bucharest.

Article 18. The young people who have graduated from the eighth grade are obligated to take day classes in the first stage of secondary school, with the exception of those with physical, sensory, mental or other deficiencies for whom the medical bodies recommend another form of schooling.

In exceptional cases, the school inspectorates, on the basis of the criteria established by the Ministry of Education and Instruction, can give approval for 8th-grade graduates who have reached the age of 16 years to be employed and to continue studies in the 1st stage of secondary school, by means of evening education.

Noncompliance with these provisions constitutes a contravention and is punishable in accordance with the law.

Article 19. The duration of schooling in the first stage of day education can be extended at most 2 years. Those who exceed this period are obligated to be employed in production and to continue their studies in evening education, until graduating from compulsory education.

The duration of schooling in the second stage can be extended 1 year for day education and 2 years for evening education.

The provisions of the preceding paragraph are not applied in the case of repetition of the year of studies for medical reasons.

Article 20. The ninth-grade enrollment of the young people who have graduated from the eighth grade is done without a competitive examination, in accordance with the needs for qualifying the work force and with the choice and aptitudes of the pupils, established on the basis of the activity of scholastic and vocational orientation. Where the number of candidates exceeds the number of planned places, they will take a knowledge-verifying test.

For the pedagogic and choreographic specialties a competitive entrance examination is organized.



The verifying tests and the competitive entrance examination are given in accordance with the standards established by the Ministry of Education and Instruction.

The candidates who, after taking the knowledge-verifying tests or the competitive entrance examination, have not been admitted will be directed to other secondary schools that have vacant places.

Article 21. Admission to the second stage of day secondary education organized into stages is done by means of a competitive examination, which is given in accordance with the standards established by the Ministry of Education and Instruction.

The graduates of the 10th grade of secondary school or those who possess equivalent studies, if they have not passed the age of 19 years, reached by the date of the start of the school year in which they sign up for the competitive examination, can be candidates for the competitive entrance examination.

Article 22. The candidates from the cohabiting nationalities can take the tests in the competitive entrance examination in the native language for the disciplines that they studied in that language.

### Chapter III The Instructive and Educative Process

Article 23. The instructive and educative process is accomplished by means of lessons, practical and laboratory work, and practical instruction in production, occurring during secondary school and the period of probation, and by means of other political and ideological activities and cultural and sports activities.

Secondary education continues the education of the pupils by work and for work by means of specialized training varying according to the specialty of the secondary school, the practical instruction and the strengthening of the applicative character of all the disciplines, the correlation of the knowledge and skills acquired on different levels of education, and the expansion of the horizon of scientific knowledge.

The communist, patriotic, revolutionary and internationalist education of the pupils is accomplished through the close connection of the theoretical and practical knowledge with material production, social and political life and the problems of the construction of socialism and communism and during the extracurricular activities organized by the educational institutions and the youth organizations. The formation and development of the socialist consciousness of the young people and the assimilation of the working class' outlook about the world and life and of the policy and ideology of the Romanian Communist Party are provided by means of the entire instructive and educative process.

Article 24. The Ministry of Education and Instruction is responsible for the content of the instructive and educative process and approves the curricula, school programs and textbooks.

The curricula, school programs and textbooks are prepared, in collaboration, by the Ministry of Education and Instruction, the economic ministries and the other central bodies of the state administration that organize secondary schools and with other central bodies involved.

For the disciplines that are studied in the languages of the cohabiting nationalities, established by the Ministry of Education and Instruction, textbooks are prepared in the respective languages.

The school programs and textbooks for secondary education are periodically improved on the basis of the new achievements in science, technology, culture and pedagogy.

Article 25. The practical instruction is organized according to classes or groups of pupils, under the conditions established by the Ministry of Education and Instruction, together with the ministries and the other central bodies that organize secondary schools, and is done in accordance with the specialty of the secondary schools and with the specific character of the activity in the field in which it is done, in compact periods spread over the school year.

Article 26. The practical instruction is done in enterprises, in school shops, in laboratories, on school lots or on the land of the state agricultural enterprises and of the agricultural production cooperatives, in the agricultural mechanization stations, on the construction sites, in educational, health, commercial and population-service units, and in other socialist units, in accordance with the requirements for qualification in the trade in which the pupils are trained, established by ministries and the other central and local bodies that organize secondary schools.

Article 27. The practical instruction organized in cooperative and state economic units and in school shops is done on the basis of the production, sales or service plans of the secondary schools, established by the managements of the economic units, together with the managements of the educational institutions, in accordance with the provisions of the school programs and with the requirements for qualification for the trades in which the pupils are trained. These plans are an integral part of the production plans of the economic units.

The enterprises and the other units in which the practical instruction of the pupils is done provide workplaces and work of a suitable complexity for the performance of a continuous activity for the entire duration of the practical instruction and the worktime.

The production plan is established on the basis of the pupils' production quota, determined by applying an average coefficient of 0.1-0.2 to the quotas established for the skilled workers or other operational personnel.

The production quotas of the pupils will be established varyingly and progressively, depending on the nature of the activity, of the workplaces and of the year of studies, so that, at the end of the period of schooling, they possess knowledge and skills on a level with the requirements of the trade for which they have been trained.

Article 28. The educational units can accomplish work for self-equipping within the school shops or can contract to do work or to perform services with other socialist units, on a basis of internal plans, established by the managements of the educational units with the agreement of the ministries and the other central or local bodies that organize them.

The raw materials, semiproducts and supplies necessary to the production of goods meant for self-equipping are provided from the incomes of the shops and included in the supply plans of the educational units or are provided from other sources, and those necessary to the contracted production are provided by customers at the headquarters of the school shops.

Article 29. Depending on the number of pupils and the production plan, in the case when the practical instruction is done within the economic organizations, they provide, together with the specialized teaching personnel from secondary schools, the specialized guidance and technical assistance of the pupils by means of their own personnel—foremen and workers of high qualifications.

Article 30. The value of the manual labor performed by pupils, corresponding to the work done or pursuant to the rate category established, that is, to the position held, is transferred monthly to the educational institutions. In the case in which the production is done in the school shops, their overhead expenses, including the pay of the personnel who perform an activity for achieving the planned production—quotas established by means of a contract between the educational units and the customer unit—are also transferred in addition.

Article 31. The incomes achieved by the educational units from the activities specified in articles 28 and 30 are constituted and used in accordance with the legal provisions.

Article 32. The school year's structure, the periods for holding the competitive examination and the tests, and the school vacancies are established by the Ministry of Education and Instruction, with the consultation of the ministries and the other central and local bodies that organize secondary schools.

The total number of hours provided by means of the curriculum for the instructive and educative activity with the pupils is 32-36 hours per week. The duration of the day of activity for the practical instruction of the pupils is 6 hours.

Article 33. In order to ensure thorough mastery of a trade, the graduates of the 1st stage of secondary education who are employed in production will have a period of probation lasting 6-12 months, in conformity with the appendix to the present decree. The period of probation is organized by the vocational school together with the unit in which the practice is done and, where there is no vocational school, by the specialized secondary school, together with the unit in which the practice is done, in conformity with the legal provisions in force.

In order to deepen the vocational training and the specialization in trades with a high degree of complexity, the graduates of the 2d stage of secondary school will have a period of probation lasting 6-18 months, in conformity with the appendix to the present decree. The period of probation is organized by the secondary schools, together with the specialized production units in which the practice is done, in conformity with the legal provisions in force.

Article 34. During probation the probationers perform an actual activity in production and master the specialized practical and theoretical knowledge specific to the trade in which they are qualified and to the technological processes in the unit to which they have been assigned, in conformity with the standards that will be established by the Ministry of Education and Instruction, with the consultation of the other ministries and central bodies.

Article 35. Throughout probation the probationers have the capacity of persons employed in work, under the conditions of the law, they being paid from production funds as workers in training.

The probationers coming from the graduates of compulsory 10-year education receive during probation the basic wage specified by law for the unskilled workers, group of normal work, in the branch in which the respective trade goes, and those coming from the graduates of secondary school receive the basic wage specified by law for the workers employed in category I, basic level.

Article 36. At the conclusion of probation the probationers take a qualification examination for the trade in which they had the probation, under the conditions of the law.

The qualification examination for the graduates of the first stage is organized by the vocational schools or the specialized secondary schools, and that for the graduates of the second stage by the specialized secondary schools, together with the specialized units in which the period of probation occurred.

The graduates of compulsory 10-year education who pass the examination receive a qualification certificate and are employed in work in category I, basic level.

The graduates of secondary school who pass the examination receive a qualification certificate and are employed in work in category II, basic level, or

as personnel with secondary training, under the conditions established by law.

For the probationers who do not pass the qualification examination, at the proposal of the examining commission the management can decide on extension of the period of probation for at most one-third of the initial period, but for no more than 6 months, or on reorientation toward other trades. In the case in which even after extension of probation the probationers do not pass the qualification examination, on the basis of the proposals of the commission the management of the unit decides on the employment and the workplace, in accordance with the training of those in question.

Article 37. In order to modernize the content of the instructive and educative process, the Ministry of Education and Instruction can approve the application, in a limited number of units, of experimental curricula and programs and new methods of teaching and practical instruction.

Article 38. The program of training for defense of the homeland is an integral part of the instructive and educative process and is included in the schedule of the school activity, it being carried out under the leadership of the Union of Communist Youth, with the help of the state bodies, under the conditions established by law.

Articles 39. The testing of the training of the pupils is done, during the school year, within the lessons, the laboratory work, and the practical work in the trade in which the pupils are trained.

The knowledge, skills and results obtained by the pupils in their training are rated with grades from 10 to 1.

Article 40. The promotion of the pupils from one grade to another is done on the basis of the annual averages obtained in each educational discipline. The pupils who obtain at least an annual average of 5 in each educational discipline are declared promoted.

The pupils can take, in 1 year of studies, repeat examinations in at most three educational disciplines.

The pupils who obtain an annual average below 5 in more than three educational disciplines and those who do not pass the repeat examinations repeat the year of studies.

Article 41. On graduating from the 10th grade, the pupils receive a certificate of graduation from compulsory 10-year schooling, which entitles them to be candidates for the competitive examination for entrance into the 11th grade of secondary education, to enroll in vocational education, or to be employed in production as probationers in the trades in which they were trained.

Article 42. Secondary studies end with the school-leaving examination, which is given in accordance with the standards established by the Ministry of Education and Instruction.

During this examination, by means of which the level of general and specialized training is tested, the candidates also have, in accordance with the trade in which they were trained, a practical project.

The candidates who pass the school-leaving examination receive the school-leaving diploma, which entitles them to participate in the competitive examination for entrance into any institution of higher learning.

For the trades in which the training list stipulates the obtaining of the qualification without the performance of the period of probation, the passers of the school-leaving examination also receive the qualification certificate, which entitles them to be employed in production as skilled workers, category II, basic level, or as personnel with secondary training, under the conditions established by law.

The candidates who do not obtain the school-leaving diploma are employed in production as probationers, they being able to repeat the school-leaving examination under the conditions established by the Ministry of Education and Instruction.

Article 43. The ministries and the other central and local bodies of the state administration that organize secondary schools have the obligation, according to law, to assign to production the graduates of compulsory 10-year education and the secondary-school graduates who do not continue studies in a higher form of education and to employ them as skilled workers--if they obtained the qualification on the completion of secondary studies--or as probationers in the trade in which they were trained.

#### Chapter IV The Rights and Obligations of the Pupils

Article 44. In order to be able to become active and conscious participants in the work of construction of socialism and communism in Romania, the pupils are obligated:

- a) To study and to thoroughly master the knowledge specified in the school programs;
- b) To form the practical skills specific to the trade in which they are trained, mastering knowledge concerning the most modern work techniques and technologies, so that, by graduation, they can attain the work quotas of the workers in the category in which they will be employed;
- c) To preserve and to carefully use the school's material base, the textbooks, the teaching materials and the other goods of the school and the units

in which they perform practice in production; and to participate directly in the self-management of the boarding schools and the school cafeterias;

- d) To give proof of a high spirit of responsibility and of order and discipline and to comply with school regulations;
- e) To comply with the norms of social cohabitation and the laws of the country;
- f) To participate in all the forms of activity organized by the school.

Article 45. The pupils have the right:

- a) To participate in the management of the activity in the school units, through their representatives, designated by the organization of the Union of Communist Youth in the secondary school, as members on the management council;
- b) To benefit from the free character of education, to receive textbooks free of charge, and to receive scholarships and other forms of material aid, free medical assistance, and places in leisure camps, under the conditions established by law;
- c) To use the material base existing in the school units: shops, rooms and laboratories, libraries, sports grounds and gymnasiums, and so on;
- d) To use during the practical instruction at the workplaces work equipment and protective materials, as well as hygienic and health materials, under the conditions in which they are accorded to employed persons, and to receive for the work performed 10 percent of the value of the manual labor done;
- e) To receive free transportation from the place of residence, for those who live in dormitories, and from the headquarters of the educational unit, for the others, to the place of practice and back, when the distance exceeds 3 km;
- f) To participate, under the guidance of the teaching personnel, in the activity of the scientific circles, the technical and artistic circles, the literary groups, the artistic troupes and the sports clubs;
- g) To participate in the publication of the school periodicals and in competitions, exhibitions and other technical, sociocultural and sports activities;
- h) To be transferred from one secondary school to another, in well-founded cases, under the conditions established by the Ministry of Education and Instruction;
- i) To be employed during school vacations, under the conditions specified by law.

Article 46. For special successes obtained in education, for exemplary conduct or for the manner of participation in the activities organized in school and outside school, the pupils have the right to be officially recognized and to receive prizes in the form of objects.

## Chapter V Evening Secondary Education

Article 47. Evening secondary education is organized for the working people who want to continue secondary studies. The persons who, regardless of age, meet the schooling conditions specified by the present decree and are employed, the peasants who work on individual farms, the artisans with their own shops, the professional people who perform activities authorized by law, and the women who tend their children or perform a domestic activity in their own households can enroll in evening secondary education.

Admission to the 11th grade in evening secondary education is done without a competitive examination. In the case in which the number of candidates for evening secondary education exceeds the number of planned places, admission to the 11th grade is done by means of a competitive examination.

Article 48. For the pupils who work in production in shifts, it is possible to organize classes that perform their activity in the morning or afternoon, in accordance with the work program of the pupils.

In well-founded cases, for those who because of distances or other reasons cannot attend school daily, the classes can be organized 2-3 times per week or in compact periods in which synthesizing lessons will be presented.

Article 49. Evening secondary education is organized and accomplished on the basis of curricula adapted to the requirements for improving the training of the work force employed in production.

For the persons who are employed in fields other than those of the specialty in which the respective secondary school trains personnel, it is possible to organize classes in which they will study on the basis of curricula in which the specialized practical training is not included.

For the persons who exhibit special aptitudes in the field of music, plastic arts and choreography and want to improve themselves in one of these fields, it is possible to organize evening secondary art education within the pedagogic secondary schools and the art institutions.

Article 50. On the completion of studies the pupils in evening education take the school-leaving examination under the conditions established for day secondary education and receive the school-leaving diploma.

Article 51. The other provisions contained in the present decree that refer to day secondary education, with the exception of those referring to the



assignment to production and the performance of the period of probation and to the according of scholarships and textbooks, are also applied accordingly to evening secondary education.

## Chapter VI Teaching Personnel

Article 52. The teaching personnel necessary to secondary education are provided by the Ministry of Education and Instruction, in collaboration with the economic ministries and the other central bodies that organize secondary schools.

Article 53. The teaching personnel are recruited from the graduates of specialized higher or university education and from the engineers, subengineers, foremen and other specialists with experience and good results in the production process who exhibit a high civic and professional consciousness and dignified behavior in society and the family.

Article 54. In order to meet the demand for teaching personnel corresponding to the new structure and organization of secondary education and to strengthen the applicative character of the instructive and educative process, there will also be engaged as professors specialists from production, research and planning, who will be able to work half of the normal duration of the activity program in education and half in production, having the basic position and the salary in, as the case may be, production, research or planning.

Article 55. The economic ministries and the other central and local bodies that organize secondary schools have the obligation to provide for the improvement of the vocational and teaching-method training of the teaching personnel, in accordance with the development of the production techniques and technologies and with the requirements for improving the instructive and educative process.

The teaching personnel will periodically undergo instruction in the economic units and enterprises in which the practical instruction of the pupils is done, in order to know directly the technological processes in production and to improve their professional knowledge.

Article 56. The provisions of the Statute on Teaching Personnel in the Romanian Socialist Republic are applied accordingly to the teaching personnel in the secondary education units.

## Chapter VII Management and Administration of the Secondary Education Units

Article 57. Each school unit in secondary education is managed by a management council.

The management council is composed of the unit's director, as chairman, the deputy directors, the secretary of the organization of the Romanian Communist

Party, the counselor of the Union of Communist Youth, the representative of the trade-union organization, the secretary of the organization of the Union of Communist Youth, teaching personnel selected by the general assembly of the entire staff, the accountant, pupils in the final grades who are designated by the organization of the Union of Communist Youth, parents, including the chairman of the civic committee of parents, and representatives of the enterprise or institution within which the respective school unit operates, as members.

The directors of the schools in which branches of the secondary school operate and teaching personnel who teach in the branches also belong to the management council.

In the school units in which education is also accomplished in the languages of the cohabiting nationalities, teaching personnel from the respective nationalities also belong to the management councils.

The number of members of the management council is established by the county school inspectorate or that of the municipality of Bucharest.

The composition of the management council is approved for a period of 4 years by the central or local bodies of the state administration that organize the school unit, with the advice of the county school inspectorate or of that of the municipality of Bucharest.

Article 58. The management council has the following main duties:

- a) It organizes, guides, controls and is responsible for the entire instructive and educative process, in conformity with the legal provisions;
- b) It periodically analyzes the fulfillment of the work plans and the results of the activity performed by the personnel of the school and adopts the corresponding measures;
- c) It discusses the problems of the instructive and educative activity and establishes measures for improving it;
- d) It approves the program of the school competitions according to disciplines and trades and of the educative and sports actions, which is drawn up in collaboration with the youth organization;
- e) It helps to generalize the positive experience from the activity of the teaching personnel and to improve the teaching methods and the practical instruction of the pupils;
- f) It analyzes the proposals made in the general assemblies and takes steps to apply the efficient ones, informing the personnel of the school unit about the manner of resolution.

The management council meet once per month or whenever necessary, on the initiative of the director or at the request of at least one-third of the number of its members.

Article 59. The directors, the deputy directors and their like, the secretary of the organization of the Romanian Communist Party in the respective school unit, the representative of the trade-union organization, and the secretary of the organization of the Union of Communist Youth compose the executive bureau of the management council.

The executive bureau performs the duties of the management council in the interval between its sessions.

Article 60. The management council is aided in guiding the instructive and educative process by the pedagogic council, composed of the entire teaching staff of the school.

The pedagogic council meets quarterly, at the convocation of the director.

Within the school units it is possible to organize departments according to specialties and a method commission of the teachers, for the purpose of helping to improve the instructive and educative process.

Article 61. The directors and the deputy directors are appointed for a term of 4 years, but usually no more than twice consecutively.

The directors are appointed by the Ministry of Education and Instruction, from three teaching personnel proposed by the general assembly of the entire staff of the unit, a proposal advised by the permanent bureau of the executive committee of the county people's council or of that of the municipality of Bucharest and by the ministry or the central body that organizes the secondary school.

The deputy directors are appointed by the central or local body of the state administration that organizes the secondary school, with the advice of the county school inspectorate and with the agreement of the Ministry of Education and Instruction.

The directors and the deputy directors can be released from their positions before the expiration of the 4-year term, under the conditions specified by law.

Article 62. The director has the following main duties:

a) He provides, in the activity of the secondary school, for the application of the policy of the party and the state with regard to the development and improvement of secondary education and is responsible for the implementation of the curricula and the school programs and for the level of the theoretical and practical training of the pupils;

- b) He provides for the fulfillment of the decisions of the management council and presents to it reports on the activity performed in school;
- c) He achieves the operational management of the activity of the secondary school and solves the problems connected with the instructive and educative work and the administrative and management work;
- d) He represents the school unit in relations with physical persons or legal entities;
- e) He issues the schooling documents;
- f) He appoints and releases from their positions the technical, economic and administrative personnel and, with the agreement of the management council, the auxiliary teaching personnel;
- g) He performs any other duties specified by law.

The director is responsible for his entire activity to the management council and to the body that appointed him.

Article 63. The general assembly of the entire staff exercises control over the activity of the management council. It is convened annually and is legally constituted if at least two-thirds of the total number of members participate in its proceedings.

Article 64. The general assembly has mainly the following duties:

- a) It discusses the report presented by the management council on its activity and decides on the measures that are required in order to continually improve the work of training and educating the pupils and the social and management activities;
- b) It approves the work plan concerning the activity of the unit for the next school year.

In the case in which the general assembly judges as unsatisfactory the activity of the council or of members of it, the central or local body to which the school unit is subordinate is obligated to analyze the causes and to take the corresponding steps.

Article 65. The guidance and control of the activity of the school units in secondary education are achieved by means of:

- a) The control and specialized bodies in the Ministry of Education and Instruction;
- b) The school inspectors of the county school inspectorates and of that of the municipality of Bucharest;

c) The specialized personnel in the economic ministries and the other central and local bodies of the state administration that have secondary schools subordinate to them.

For the economic and administrative-law secondary schools, the guidance and control of the instructive and educative process for the specialized disciplines are also achieved by means of the specialized bodies in the Ministry of Finance, the Committee for Problems of the People's Councils, the Ministry of Domestic Trade and the Ministry of Agriculture and the Food Industry.

### Chapter VIII The Material Base of Secondary Education

Article 66. The ministries and the other central and local bodies of the state administration that organize secondary schools, and the enterprises subordinate to them, have the obligation to provide the entire material base needed to qualify the pupils on a level with the technologies in production, the supplying of the school shops and laboratories and schoolrooms with equipment, installations, apparatus, tools and other objects, and workplaces for the practical instruction of the pupils.

The secondary schools can also be aided by other enterprises or institutions, which, on the basis of the plans for collaboration, can provide equipment, installations and apparatus, by transfer, and supplies and tools, for cost, in order to equip the school shops and laboratories, and technical assistance for properly carrying out the activity of practical instruction of the pupils.

Article 67. The expenses for organizing and operating the secondary schools, the boarding schools and their cafeterias are paid from the state budget. The nonscholarship pupils who live in boarding schools and eat in the cafeteria will also pay, besides the cost of the meal, the overhead quotas established by the legal provisions in force.

The financing of the secondary schools is done on the basis of the expenditure plans approved under the conditions of the regulations in force, by means of the ministries and the other central and local bodies of the state administration that organize them.

The financing of the secondary schools and the branches of secondary schools that operate together with general schools is done by the executive committees of the county people's councils and of that of the municipality of Bucharest. In this case, the ministries and the other central bodies that organize such secondary schools or branches have the obligations specified in Article 66, they having to provide their material base by means of their own investment plans.

Article 68. The supplying of the means necessary to carry out the teaching activity of the school units is done on the basis of the tables drawn up by the Ministry of Education and Instruction.

The funds for equipping are provided in the expenditure plans and in the investment plans of the ministries and the other central and local bodies of the state administration in subordination to which the secondary schools and their branches operate.

Funds for supplying some means of education to the secondary schools, regardless of their subordination, are provided in the investment plan and in the expenditure plan of the Ministry of Education and Instruction.

In order to improve the teaching-material base, the managements of the secondary schools can use the funds resulting from the technical and production activity of the pupils, in accordance with the regulations in force.

#### Chapter IX Final and Transitional Provisions

Article 69. The secondary schools will operate with the specialties and the duration specified in the present decree in the 1977/1978 school year, with the new curricula being applied gradually, beginning with the ninth grade.

The pupils in the 10th, 11th and 12th grades who come from the secondary schools that change their specialty will study on the basis of transitional curricula corresponding to the new specialty.

The pupils in the 10th, 11th and 12th grades at the secondary schools whose duration is reduced from 5 to 4 years will continue studies on the basis of transitional curricula, and those in the 13th grade on the basis of the curricula in the process of being phased out, with the pupils in the 12th and 13th grades ending studies in the 1977/1978 school year.

Article 70. The Ministry of Education and Instruction will reexamine by the start of the 1978/1979 school year all the school programs and textbooks, in order to improve their scientific, political and educative content, to eliminate redundancy and repetition, to strengthen the applicative character of all the disciplines, and to dimension the textbooks in complete accordance with the training requirements, the specific character of the discipline and with the volume of knowledge that must be mastered by the pupils.

Article 71. The 10th-grade graduates with special results in education who have concluded contracts with the enterprises and want to continue studies in the 11th grade, day education, can sign up for the competitive entrance examination with the agreement of the respective enterprises, without continuing to receive an enterprise scholarship.

Article 72. The provisions of the present decree are also applied to the secondary education organized by the Ministry of National Defense, in correspondence with its specific character.

Article 73. The diplomas and certificates of secondary studies obtained abroad are valid only after the recognition of them by the Ministry of Education and Instruction.

Article 74. Foreign citizens can be enrolled in secondary education in the Romanian Socialist Republic, under the conditions established by law, on the basis of the approval of the Ministry of Education and Instruction, without a competitive entrance examination, outside the schooling plan and within the limit of the places established for this purpose.

Article 75. The secondary schools will have a nameplate and a seal of their own.

The seal with the coat of arms of the Romanian Socialist Republic will be round, with a diameter of 3 cm and with the following content: the Romanian Socialist Republic, the Ministry of Education and Instruction, the school unit's name, the locality and the county.

Article 76. The Ministry of Education and Instruction, the executive committees of the people's councils, the ministries and the other central bodies that organize secondary schools will take the proper steps to apply the present decree.

Article 77. The Ministry of Education and Instruction, in collaboration with the ministries and the other central and local bodies of the state administration that organize secondary schools and with the Central Council of the General Union of Romanian Trade Unions and the Central Committee of the Union of Communist Youth, will draw up the disciplinary regulations for pupils in secondary education, in accordance with the provisions of the present decree.

Article 78. The State Planning Committee and the Ministry of Finance will introduce into the plan indicators and into the volume and the structure of the state budget for 1977 the changes that result from the application of the present decree.

Article 79. The present decree goes into effect beginning with the 1977/1978 school year.

On the same date. there are repealed:

The provisions referring to general-information secondary education, specialized secondary education and postsecondary education that are contained in Law No 11 of 13 May 1968 on education in the Romanian Socialist Republic;

The provisions contained in Article 62, subparagraph s, of Law No 11 of 21 October 1971 on the organization and management of the socialist state units;

The provisions contained in Decision No 2601 of 26 November 1968 of the Council of Ministers on the establishment of the duration of schooling in the specialty of electronic repairman of radio and television sets;

Decision No 1100 of 6 September of the Council of Ministers on some changes in the network, the specialty and the list of specialties and in the schooling plan for the specialized secondary schools in the 1971/1972 school year;

Decision No 663 of 9 June 1972 of the Council of Ministers for the approval of the schooling plan for year I and of some changes in the network, the specialty and the list of specialties in the specialized secondary schools for the 1972/1973 school year;

Decision No 354 of 16 April 1974 of the Council of Ministers on measures to generalize the first stage of secondary education beginning with the 1974/1975 school year, with the exception of articles 10, 12 and 14;

Decision No 577 of 21 July 1975 of the Council of Ministers on some measures to generalize the first stage of secondary school and on the schooling plan in the 1975/1976 school year, with the exception of Article 7, subparagraphs e and f.

Nicolae Ceausescu,  
Chairman  
of the Romanian Socialist Republic

Bucharest, 12 July 1977.  
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DECREE ON ORGANIZATION, OPERATION OF VOCATIONAL SCHOOLS

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/Decree No 208/1977 of the State Council on the Organization and Operation of Vocational Education/

/Text/ Statement of Purposes

In accordance with the provisions of the program of steps for applying the decisions of the 11th Party Congress and of the Congress of Political Education and Socialist Culture and in conformity with the decision of the Executive Political Committee of the Central Committee of the Romanian Communist Party on 14 September 1976 on the improvement of vocational education, the following decree of the State Council was issued by means of which the main problems referring to the structure and content of vocational are regulated, in close correlation with the labor demands of our national economy.

In accordance with the provisions of the decree, beginning with the 1977/1978 school year, only graduates of the 1st stage of secondary school who have not passed the age of 19 years will be admitted to the vocational schools, day education, and the persons who work in the field of the trade in which they will be qualified, regardless of age, can enroll in evening education.

Enrollment is usually done without a competitive examination, with priority going to the graduates of the first stage of secondary school who have had training in the respective trade or specialty and to those who live in the locality where the enterprise for which they are trained operates. Where the number of candidates exceeds the number of planned places, enrollment will be done on a basis of a competitive examination.

The duration of studies in the vocational schools with graduates of the first stage of secondary school is 1-1.5 years, depending on the complexity of the trades.

The practical instruction of the pupils is organized according to classes or groups of pupils and is accomplished daily, alternating with theoretical education, or in compact periods spread over the school year, depending on the

trade and on the specific character of the unit's activity or of the field in which it is done.

The percentage of practical training in the total hours stipulated by the curriculum is 70-80 percent.

The production plans of the schools, on the basis of which the practical instruction is done, are an integral part of the production plans of the economic units and are established in accordance with the pupils' production quota, determined by applying an average coefficient of 0.3 to the quotas established for the skilled workers.

The economic ministries and the other central and local bodies that organize vocational schools have the obligation to provide the entire material base needed to qualify the pupils, the equipping of the rooms, laboratories and shops, and workplaces for their practical instruction.

The graduates of the vocational schools will be employed in production as skilled workers, category II, basic level.

The training of the persons over 16 years of age who do not have the necessary qualification in a trade but have completed at least general school or other equivalent studies is accomplished by means of qualification courses with the duration of 3-12 months, depending on the complexity of the trades. The certificate of graduation from these courses entitles the holder to be employed in production as a skilled worker in category II, basic level, if he is a secondary school graduate, or in category I, basic level, if he has studies below secondary school.

In order to provide the skilled workers necessary to the cooperative units and the shops belonging to the artisans, apprenticeship at the workplace, with the duration of 1-1.5 years, to which graduates of 10-year education who have not passed the age of 19 years are admitted, can operate as a form of vocational training.

Decree of the State Council  
on the Organization and Operation of Vocational Education

The State Council of the Romanian Socialist Republic decrees:

Chapter I  
General Provisions

Article 1. Vocational education in the Romanian Socialist Republic is accomplished by means of vocational schools, in which are trained skilled workers, in wide-spectrum trades, necessary to the national economy, in accordance with the requirements for the economic and social development of the country and for the formation of the personnel for constructing the multilaterally developed socialist society and advancing Romania toward communism.

Vocational education is also accomplished by means of qualification courses.

Article 2. Vocational education in the Romanian Socialist Republic is state education.

The citizens of the Romanian Socialist Republic have the right to education, regardless of nationality, race, sex or religion.

Access to vocational education is provided to each one, in accordance with his own wishes and aptitudes and with the requirements for training the work force for the different fields of activity of our socialist society.

Vocational education is free.

Article 3. Vocational education is done in the Romanian language and, for the cohabiting nationalities, in their own language as well.

Article 4. Vocational education is accomplished in a unified manner, under the management, guidance and control of the Ministry of Education and Instruction, in collaboration with the economic ministries and the other central state and cooperative bodies that organize vocational schools and with the executive committees of the county people's councils and of that of the municipality of Bucharest.

Article 5. The Ministry of Education and Instruction collaborates with the Union of Communist Youth and the General Union of Romanian Trade Unions in organizing and carrying out the instructive and educative process and the vocational training and civic and moral education of the pupils.

The vocational schools collaborate with the youth and trade-union organizations and with the family, securing their cooperation in educating the young people for life and work.

## Chapter II Vocational Schools

### Section I Organization of Education

Article 6. Graduates of compulsory 10-year education and persons who have equivalent studies are admitted to the vocational schools.

The vocational schools can operate with day education and with evening education.

Article 7. Young people who have not passed the age of 19 years in the calendar year in which they enroll are admitted to the vocational schools, day classes. For some trades, the Ministry of Education and Instruction can establish, at the proposal of the bodies involved, other age conditions.

The persons who work in the field of the trade in which they will be qualified, regardless of age, can enroll in evening education in the vocational schools.

Article 8. The duration of studies in the vocational schools is 1-1.5 years.

Article 9. The list of the trades and the duration of the training by means of the vocational schools are contained in the appendix, which is an integral part of the present decree.

The annual schooling plan is approved by means of a presidential decree at the proposal of the Ministry of Education and Instruction, with the agreement of the State Planning Committee, the Ministry of Labor and the Ministry of Finance, on the basis of the proposals made by the economic ministries and the other central and local bodies that organize vocational schools, in accordance with the Program for Providing, Training and Improving the Work Force.

The network of the vocational schools and the division of the annual schooling plan according to trades for each school are approved by the Ministry of Education and Instruction, with the agreement of the State Planning Committee and the Ministry of Labor, at the proposal of the economic ministries and the other central and local bodies that organize such schools.

Article 10. Enrollment in the vocational schools is usually done without a competitive examination, within the limit of the approved schooling plan. The graduates of the first stage of secondary school who have had training in the respective trade or specialty and those who live in the locality where the enterprise for which they are trained operates will have priority in enrollment.

In the case in which the number of candidates exceeds the number of planned places, enrollment is done on the basis of the results obtained in the competitive entrance examination, organized in accordance with the standards established by the Ministry of Education and Instruction.

Article 11. The vocational schools are organized within enterprises and other socialist organizations by the economic ministries, the other central state-administration and cooperative bodies, and the executive committees of the county people's councils and of that of the municipality of Bucharest.

Article 12. The vocational schools operate in subordination to the Ministry of Education and Instruction, the economic ministries and the other central bodies that organize them, and the executive committees of the county people's councils and of that of the municipality of Bucharest.

Article 13. The vocational schools are constituted into school groups, together with specialized secondary schools, schools for foremen, or qualification centers, having a single management and administration.

The vocational schools can also operate as independent units.

The school groups and vocational schools that operate as independent units have a legal personality.

Article 14. Training courses for many trades are given in the vocational schools. Depending on the demand for skilled manpower, it is also possible to set up classes of pupils with two trades.

In the vocational schools in the zones in which a compact population of the cohabiting nationalities also exists, it is possible to set up classes in which some disciplines, established by the Ministry of Education and Instruction, are studied in the Romanian language, and the others in the native language with the entire class or according to groups of pupils.

Article 15. The period of probation for the graduates of the first stage of secondary school who are qualified in a trade is a part of the system of vocational education. The branch ministries and the vocational schools are responsible for properly organizing the period of probation for the graduates of the first stage of secondary school and for organizing the qualification examination, in accordance with the legal provisions.

## Section II

### The Instructive and Educative Process

Article 16. The vocational schools provide to the pupils the specialized knowledge and the practical skills needed to exercise the trades in which they are qualified.

Article 17. The Ministry of Education and Instruction is responsible for the content of the instructive and educative process and approves the curricula, school programs and textbooks.

The curricula, school programs and textbooks are prepared by the economic ministries and the other central and local bodies that organize vocational schools, in collaboration with the Ministry of Education and Instruction.

For the disciplines that are studied in the languages of the cohabiting nationalities, textbooks are prepared in the respective languages.

The school programs and textbooks are periodically improved on the basis of the new achievements in science, technology and pedagogy.

The Ministry of Education and Instruction can approve the application, in a limited number of vocational schools, of experimental curricula and programs and the testing of methods of teaching and practical instruction.

Article 18. The practical instruction is organized according to classes or groups of pupils, under the conditions established by the Ministry of

Education and Instruction, together with the economic ministries and the other central bodies that organize vocational schools, and is accomplished daily, alternating with theoretical education, or in compact periods spread over the school year, depending on the trade and on the specific character of the unit's activity or of the field in which it is done.

Article 19. The practical instruction is done in enterprises, in school shops, in laboratories, on school lots or on the land of the state agricultural enterprises and of the agricultural production cooperatives, in the agricultural mechanization stations, on the construction sites, in commercial and population-service units, and in other socialist units, in accordance with the requirements for qualification in the trade in which the pupils are trained, established by the economic ministries and the other central and local bodies that organize vocational schools. The enterprises and the other units in which the pupils have the practical instruction provide workplaces and work for the performance of a continuous activity for the entire duration of the practical instruction and the worktime.

Article 20. The practical instruction organized in cooperative and state economic units and in school shops is done on the basis of the production, sales or service plans of the schools, established by the managements of the economic units together with the managements of the educational units, in accordance with the provisions of the school programs and with the requirements for qualification for the trades in which the pupils are trained. These plans are an integral part of the production plans of the economic units.

The production plan is established on the basis of the pupils' production quota, determined by applying an average coefficient of 0.3 to the quotas established for the skilled workers or other operational personnel.

The production quotas of the pupils will be established varyingly and progressively, depending on the nature of the activities, of the workplaces and of the year of studies, so that, in the final period of schooling, the pupils achieve the production quotas of the workers in employment category II.

Article 21. The educational units can accomplish work for self-equipping within the school shops or can contract to do work or to perform services with other socialist units, on a basis of internal plans, established by the managements of the educational units with the agreement of the economic ministries or of the other central or local bodies that organize them.

The raw materials, semiproducts and supplies necessary to the production of goods meant for self-equipping are provided from the incomes of the shops and included in the supply plans of the educational units or are provided from other sources, and those necessary to the contracted production are provided by customers at the headquarters of the school shops.

Article 22. Depending on the number of pupils and the production plan, in the case when the practical instruction is done within the economic

organizations, they will provide the specialized guidance and technical assistance of the pupils by means of their own personnel—foremen and workers of high qualifications—and with the aid of the specialized teaching personnel from schools.

Article 23. The value of the manual labor performed by the pupils of the vocational schools, corresponding to the work done or pursuant to the rate category established, that is, to the position held, is transferred monthly to the educational institutions. In the case in which the production is done in the school shops, their overhead expenses, including the pay of the personnel who perform an activity for achieving the planned production—quotas established by means of a contract between the educational units and the customer unit—are also transferred in addition.

Article 24. The incomes achieved by the educational units from the activities specified in articles 21 and 23 are constituted and used in accordance with the legal provisions.

Article 25. The school year's structure, the sessions for examinations, and the school vacancies for the vocational schools are established by the Ministry of Education and Instruction, with the consultation of the economic ministries and the other central and local bodies that organize them.

The total number of hours provided by means of the curriculum for the instructive and educative activity with the pupils is 32-36 hours per week.

The percentage of practical instruction in the total hours of education is 70-80 percent.

The duration of the activity of practical instruction of the pupils will not exceed 6 hours per week.

Article 26. The political and ideological training and communist education of the pupils in the vocational schools are achieved by means of all forms of the educational process, through the close connection of the theoretical and practical knowledge with material production, social and political life, and the problems of the construction of socialism and communism.

In order to properly carry out the activities of instructing and educating the pupils, each class will have a teacher designated by the management of the school unit.

Article 27. The program of training for defense of the homeland is an integral part of the instructive and educative process and is included in the schedule of the school activities, it being carried out under the leadership of the Union of Communist Youth, with the help of the state bodies, under the conditions established by law.

Article 28. The testing of the training of the pupils is done throughout the school year, within the practical work in the trade in which the pupils are qualified and within the lessons and the laboratory work.

The rating of the knowledge and the results obtained by the pupils in their training is done with grades from 10 to 1.

Article 29. The promotion of the pupils from one year of studies to another is done on the basis of the annual averages obtained in each educational discipline. The pupils who obtain at least an annual average of 5 in each educational discipline are declared promoted.

The pupils can take, in 1 year of studies, repeat examinations in at most two educational disciplines.

The pupils who obtain an annual average below 5 in more than two educational subjects and those who do not pass the repeat examinations repeat the year of studies.

The pupils in day education can repeat the year of studies once, and those in evening education at most twice.

The provisions of paragraph 4 are not applied in the case of repetition of the year of studies for medical reasons.

Article 30. Studies in vocational school end with the final examination, which is given in accordance with the standards established by the Ministry of Education and Instruction.

During the final examination the candidates have a practical project in the trade in which they were trained and an oral examination on the technology of the trade, whose results are put on the graduation diploma.

Article 31. The graduation diploma entitles the holder to be employed in production as a skilled worker, employment category II, basic level, with promotion to higher stages and categories of employment being done under the conditions established by law.

The pupils of the vocational schools who do not obtain the graduation diploma are employed in production under the conditions established by law for the workers trained by means of the qualification courses.

### Section III The Rights and Obligations of the Pupils

Article 32. The pupils in day vocational education conclude schooling contracts with the socialist organizations, by means of which the rights and obligations of the parties, including the graduates' obligation to work in these units for at least 5 years after graduating from school and obtaining the qualification, are established, in accordance with the legal standards.



Article 33. In order to be able to become active and conscious participants in the work of construction of socialism and communism in Romania, the pupils have the following obligations:

- a) To study and to thoroughly master the knowledge specified in the school programs;
- b) To form the practical skills specific to the trade in which they are trained, mastering knowledge concerning the most modern work techniques and technologies, so that, by graduation, they can attain the work quotas of the workers in the category in which they will be employed;
- c) To preserve and to carefully use the school's material base, the textbooks, the teaching materials and the other goods of the school and the units in which they perform practice in production; and to participate directly in the self-management of the boarding schools and their cafeterias;
- d) To give proof of a high spirit of responsibility and of order and discipline and to comply with school regulations, the norms of social cohabitation and the laws of the country;
- e) To participate in all the forms of activity organized by the school.

Article 34. The pupils have the right:

- a) To use the material base existing in the school units: shops, rooms and laboratories, libraries, sports grounds and gymnasiums, and so on;
- b) To benefit from the free character of education, to receive textbooks free of charge, and to receive scholarships and other forms of material aid, free medical assistance, and places in leisure camps, under the conditions established by law;
- c) To use during the practical instruction at the workplaces work equipment, protective gear and materials, and hygienic and health materials and to receive for the work performed 10-15 percent of the value of the manual labor, under the conditions established by law;
- d) To receive free transportation from the place of residence, for those who live in dormitories, and from the headquarters of the educational unit, for the others, to the place of practice and back, when the distance exceeds 3 km;
- e) To participate, under the guidance of the teaching personnel, in the activity of the scientific circles, the technical circles, the artistic troupes and the sports clubs and in competitions, exhibitions and other technical, sociocultural and sports activities;
- f) To be transferred from one school to another, in well-founded cases, under the conditions established by the Ministry of Education and Instruction;

g) To be employed during school vacations, under the conditions established by law.

Article 35. For special successes obtained in education, for exemplary conduct or for the manner of participation in the activities organized in school and outside school, the pupils have the right to be officially recognized and to receive prizes in the form of objects.

### Chapter III Qualification Courses

Article 36. The qualification courses have the purpose of training at the workplace skilled workers from the persons over 16 years of age who do not have the necessary qualification in a trade, with a view to employment in production.

The qualification courses are organized in enterprises and other socialist units under the conditions of the present decree.

Article 37. The organizing of the qualification courses in enterprises and other socialist units is done without removal from production and is approved by the economic ministries and the other central state and cooperative bodies, by the executive committees of the county people's councils and of that of the municipality of Bucharest, or by the managements of the industrial centrals to which these units are subordinate, in accordance with the schooling plan and within the limit of the allocated funds.

The qualification courses can also be organized in secondary schools, vocational schools or qualification centers set up by the bodies specified in paragraph 1, for training the workers necessary to many socialist units subordinate to these bodies, with the approval of the economic ministry or the central or local body in subordination to which the unit at which the training is done operates.

By way of exception, in order to meet the demand for skilled workers of new enterprises and sections and of the units with a high degree of dispersal of the workplaces, and for some trades that require complex training that cannot be provided concomitant with the activity in production, it is possible to organize, with the approval of the bodies specified in paragraph 1, qualification courses with removal from the workplace.

Article 38. The qualification courses last 3-12 months, depending on the complexity of the trades, and contain the persons specified in Article 36, paragraph 1, who have completed at least general school or other equivalent studies.

The list of trades in which workers are trained by means of qualification courses and the duration of the courses for each trade are approved by the Ministry of Education and Instruction, at the proposal of the bodies

specified in Article 37, paragraph 1, with the agreement of the State Planning Committee and the Ministry of Labor.

The annual schooling plan is established by means of the Sole National Plan for Economic and Social Development.

Article 39. The conditions for admission to the qualification courses are established by the bodies specified in Article 37, paragraph 1, depending on the requirements and the complexity of the trades, with the agreement of the Ministry of Education and Instruction and the Ministry of Labor.

To the qualification courses organized in trades of less complexity there can also be admitted, according to need, adult persons who have not yet graduated from general school but have as studies at least four grades of general school.

Article 40. The recruiting and selection of the candidates for the qualification courses are done by the units that organize these courses, on the basis of the standards established by the Ministry of Education and Instruction and the Ministry of Labor. In the case in which the recruiting cannot be provided only from the personnel of the respective unit, it is also possible to recruit other persons who, along with admission to the courses, become persons employed with a work contract for an indeterminate period of time.

Article 41. The persons admitted to the qualification courses organized with removal from the workplace conclude with the socialist units an amendment to the work contract, in which the right and obligations of the parties, including the obligation of these persons to work at least 5 years after graduating from the course at the socialist unit with which they concluded the amendment, are established, in accordance with the legal standards.

Article 42. The qualification courses are given in accordance with the curricula and the course programs drawn up by the bodies specified in Article 37, paragraph 1, on the basis of the standards established by the Ministry of Education and Instruction.

Article 43. The qualification courses end with an examination, taken before the commission for employment and promotion of workers in the respective unit, which consists of a practical project and an oral examination in the specialized discipline, to pass which the candidates must obtain at least an average of 5 in each particular test. The candidates who pass this examination receive from the socialist unit that organized the course a certificate of graduation from the qualification course.

The certificate of graduation from the qualification course entitles the holder to be employed in production as a skilled worker in employment category II, basic level, if he is a secondary school graduate, or in employment category I, basic level, if he has studies below secondary school.

Article 44. The material rights and the obligations of the workers who take the qualification courses are established in accordance with the law.

Article 45. The expenses concerning the organization and operation of the qualification courses, including for the procurement of the teaching and bibliographic material needed to hold the courses, are paid from, as the case may be, the production funds or the circulating funds of the socialist units for which the workers are trained.

The expenses for training the workers necessary to the new enterprises or sections that will begin their activity, which are paid from the investment fund, if the law does not provide otherwise, are an exception.

Article 46. In order to obtain an additional qualification, besides the basic trade, and to change the qualification, in the cases in which the basic trade no longer corresponds to the requirements of modern technology and the structure of the economy or can no longer be exercised because of changes in the capacity for work, it is possible to organize courses for obtaining another trade.

The provisions contained in the present chapter are also applied accordingly to the organization and operation of the courses specified in the preceding paragraph.

The salary rights or the monthly compensation for those who are requalified as a result of reorganizations specified by means of regulatory acts that expressly mention their rights are an exception to the provisions of the present chapter.

#### Chapter IV Teaching Personnel

Article 47. The teaching personnel necessary to vocational education are provided, through the bodies that organize the vocational schools and the other forms of training of the workers specified in the present decree, from the best engineers, subengineers, foremen and other specialists in production and from the teaching personnel in the educational units.

The specialized teaching personnel are recruited from the graduates of specialized higher education and, respectively, of the schools for foremen or other equivalent schools who are well trained from a professional, pedagogic, political and ideologic viewpoint, who have experience and good results in the production process and who exhibit a high civic and professional consciousness and dignified behavior in the family and society.

Article 48. The economic ministries, the other central and local bodies and the enterprises that organize schools and other forms of vocational education have the obligation to provide for the improvement of the professional and teaching-method training of the teaching personnel, in accordance with the

development of the production techniques and technologies and with the requirements of the instructive and educative process.

Article 49. The provisions of the Statute on Teaching Personnel in the Romanian Socialist Republic are also applied accordingly to the teaching personnel in the vocational education units.

#### Chapter V Final Provisions

Article 50. The management of the vocational schools and the guidance and control of vocational education are achieved under the conditions established by law for the school units in secondary education.

Article 51. The personnel who teach in the qualification courses are paid by the hour in conformity with the legal standards, according to the pay grade specified for the teaching personnel in the vocational schools.

For the qualification courses organized in secondary schools, in vocational schools or in qualification centers that operate continually, the permanent management and teaching personnel will have the same teaching quota as the management and teaching personnel in vocational education.

Article 52. In order to provide categories of skilled workers necessary to the cooperative units and the shops belonging to the artisans, there can operate as a form of vocational training apprenticeship at the workplace, in which the practical training of the young people is accomplished during the productive activity in the respective units and the theoretical training is provided by means of evening education, organized in the vocational schools, or by means of day education with the duration of 1-1.5 months per year.

Young people who have graduated from 10-year education and who have not passed the age of 19 years in the calendar year in which they enroll are admitted to this form of training, which has the duration of 1-1.5 years.

During the practical training the apprentices will receive monthly compensation for the work performed in production, under the conditions established by law.

The other provisions on the vocational schools that are contained in the present decree are also applied accordingly to apprenticeship at the workplace.

Article 53. The supplying of the material base of the vocational education units is accomplished under the conditions specified by law for the school units in secondary education.

The expenses for the organization and operation of the vocational schools, the boarding schools and their cafeterias and for the theoretical training of the apprentices are paid from the state budget.

The expenses for organizing and operating the vocational education units and the qualification courses of the cooperative organizations are paid from their funds.

Article 54. The vocational schools, day classes, to which graduates of the eighth grade of general education have been admitted will continue to operate, while in the process of being phased out, until the completion of the studies of those who attend them.

Workers who graduated from general school of 8 (7) years before 1977 will also be able to be admitted to evening education in the vocational schools until 1980.

For the persons specified in paragraph 2 who are admitted to evening education in the vocational schools after the present decree goes into effect, the duration of studies will be 2-3 years, and, besides the specialized training, general training will also be provided by means of the curricula.

Article 55. The persons who have completed compulsory 10-year education or other equivalent studies and who have obtained the certificate of graduation from the qualification courses can be candidates, under the conditions established by the Ministry of Education and Instruction, for the final examination for vocational school, on the basis of which, in case of passing, they receive the diploma of graduation from vocational school.

Article 56. The qualifying of the workers in simple trades or in restricted fields of a trade in which the theoretical concepts can be mastered along with the practical skills, during work, will also be able to be done by means of practice at the workplace, without theoretical classes. The trades and the restricted fields of trades for which the qualifying will be done by means of practice at the workplace will be established by the bodies specified in Article 37, paragraph 1.

The certifying of the qualification obtained will be done by means of the certificate issued by the unit within which they were qualified, on the basis of the report of the commission for employment and promotion of workers.

Article 57. The economic ministries and the other central bodies will prepare, with the advice of the Ministry of Education and Instruction, regulations for organizing and operating the qualification courses in the subordinate units.

For the courses within the units subordinate to the county people's councils and to that of the municipality of Bucharest, the regulations will be drawn up by the Committee for Problems of the People's Councils, with the advice of the Ministry of Education and Instruction.

Article 58. The graduates of the vocational schools, of apprenticeship at the workplace and of the qualification courses who do not fulfill the

obligations established by means of the schooling contract or by means of the amendment to the work contract repay the sums spent for their training, in accordance with the law.

Article 59. For the persons with sensory, physical or mental deficiencies the Ministry of Labor can organize vocational schools having a duration of studies, a list of trades, curricula and school programs specific to each category of deficiency.

Young people with deficiencies, over 14 years of age, who have not passed 8 grades of general education can also be included in the vocational schools specified in the preceding paragraph, with their qualification being achieved concomitant with their general training, on the basis of specific curricula and school programs.

The pupils of the vocational schools organized by the Ministry of Labor do not have the obligation to conclude the schooling contract, and during care and schooling they receive the material aid established by law.

Article 60. The diplomas or certificates of graduation from the vocational schools that are obtained abroad are valid only after the recognition of them by the Ministry of Education and Instruction.

Article 61. Foreign citizens can be enrolled in the vocational education units in the Romanian Socialist Republic, on the basis of the approval of the Ministry of Education and Instruction and outside the schooling plan.

Article 62. The Ministry of Education and Instruction, in collaboration with the economic ministries and the other central and local bodies that organize vocational education units and with the Central Council of the General Union of Romanian Trade Unions and the Central Committee of the Union of Communist Youth, will draw up the disciplinary regulations for pupils in the vocational schools, in accordance with the provisions of the present decree.

The disciplinary regulations for pupils in the vocational schools organized for the persons with sensory, physical or mental deficiencies will be drawn up by the Ministry of Labor, with the consultation of the Ministry of Education and Instruction.

Article 63. The vocational schools have a nameplate and a seal of their own.

The seal with the coat of arms of the Romanian Socialist Republic will be round, with a diameter of 3 cm and with the following content: the Romanian Socialist Republic, the name of the central or local body that organizes the school, the school's name, the locality and the county.

Article 64. The State Planning Committee and the Ministry of Finance will introduce into the plan indicators and into the volume and the structure of the state budget for 1977 the changes that result from the application of the present decree.

Article 65. The present decree goes into effect beginning with the 1977/1978 school year.

On the same date, there are repealed:

The provisions on vocational education in Law No 11 of 13 May 1968 on education in the Romanian Socialist Republic;

The provisions referring to vocational schools in Decision No 91/1955 of the Central Committee of the Romanian Communist Party and the Council of Ministers of the Romanian Socialist Republic on the organization of the vocational schools for apprentices, the technical schools and the technical schools for foremen, in Decision No 1580/1955 of the Council of Ministers on the approval of Regulations for Organizing and Operating the Vocational Schools for Apprentices, the Technical Schools and the Technical Schools for Foremen and of the list of trades and specialties, and in Decision No 1434/1956 of the Central Committee of the Romanian Communist Party and the Council of Ministers of the Romanian Socialist Republic for the supplementation and republication of Decision No 91/1955;

Decision No 149/1954 of the Council of Ministers on the use of the seal with the coat of arms of the Romanian Socialist Republic by the vocational schools and the qualification schools within factories and plants;

Decision No 2565/1966 of the Council of Ministers on the organization of evening vocational education;

Decision No 981/1967 of the Council of Ministers on the training of skilled workers by means of apprenticeship at the workplace, with the exception of Chapter II;

Decision No 2105/1969 of the Council of Ministers on the courses for qualifying and improving the workers and the personnel with secondary training, with the exception of Chapter II and Article 22, line 6.

Nicolae Ceausescu,  
Chairman  
of the Romanian Socialist Republic

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